

The Teaching of Comprehensive Sexuality Education: Basis for a Guidance Program on Sexuality Awareness

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Abstract:- The government has acknowledged the necessity for a thorough approach to sexuality education. Incorporating it into the curriculum is one way to progressively give young people the power to make educated decisions. With this in mind, this study investigated the extent to which comprehensive sexuality education is taught to Grade 10 students, as well as the factors that typically influence these students' sexuality. The students' perceptions of the current benefits and drawbacks of comprehensive sexuality education were elicited, resulting in their appreciation of the contribution of school initiatives to their reawakening of human sexuality. The assessment results from the students became an input in the proposed school-based guidance program on sexuality education awareness.

Keywords:- Comprehensive Sexuality Education, Sexuality Education Awareness, Reproductive Health, Knowledge, Skills, and Attitudes on CSE.

I. INTRODUCTION

According to the World Health Organization (WHO) the general health and well-being of people, couples, and families, as well as the social and economic development of societies, depend on their sexual health. When regarded positively, sexual health necessitates a positive and respectful attitude toward sexuality and romantic relationships, as well as the ability to enjoy joyful and secure sexual experiences free from compulsion, prejudice, and violence.

Ages 10 to 19 are considered adolescent years, the transitional period between childhood and maturity according to WHO. Adolescence is a crucial stage where a lot of sudden changes happen. Adolescents grow quickly in their physical, mental, and behavioral development. Hence, they need to acquire the necessary lifelong skills to be an able adult. According to Csikszentmihalyi, M. (2023) Young individuals go through many physical and social changes, frequently making it hard for them to know how to act. Understanding the transformation that they go through requires being sensitive to the variety of emotions they feel, puberty being one of the most significant. Additionally, Hegde A. et al. (2022) stated that adolescence is a time when people tend to take more risks, particularly sexual risks, which can have serious repercussions like unwanted pregnancy or STIs. This shows how crucial sexuality education is. Thus, all need proper comprehensive sexuality education to promote and

educate students on their sexual health and fill them with all the necessary information to be able to mitigate and eradicate these issues and their overall development.

Osadolor UE et al. (2022) stated that sexual behavior during adolescence fundamentally steers the future life of both girls and boys, and it should be guided by appropriate education. Ramírez-Villalobos, D. et al. (2021) schools are an ideal place to strengthen adolescents' sexual knowledge and modify their behavior, guiding them to exercise responsible sexuality. To adequately address the unique needs and rights of teenagers, opportunities must be expanded.

Comprehensive sexuality education (CSE) is a curriculum-based process of teaching and learning about the cognitive, emotional, physical, and social aspects of sexuality. The Republic Act 10354 Responsible Parenthood and Reproductive Health Act of 2012) and the RP-RH Act of 2012, are two laws, that govern comprehensive sexuality education in the Philippines. By this national policy, the Philippine Government is required to satisfy all the needs of Filipino citizens about responsible parenthood and reproductive health.

With the emerging issues concerning young people in sexuality, it is crucial to provide appropriate education to our learners. Thus, this study aims to assess the knowledge of adolescent learners about sexuality to create an appropriate program to promote awareness to hopefully mitigate, if not remove, the impeding issue of sexuality.

II. METHODOLOGY

A. Samples

A total of 40 Grade 10 students enrolled at Magallanes National High School ages 15-17 years old were the respondents of this study. These students are in the transitional period between childhood and maturity and likely have undergone a lot of changes and realizations. Thus, they are suited to be studied to know the extent of teaching CSE in the curriculum.

B. Sampling Procedure

To reduce the bias involved in the sample, compared to other methods of sampling, participants were selected through random sampling. This is used to have a fair method of sampling to achieve well-informed data regardless of their differences.

C. Instruments

The researchers utilized a self-made questionnaire to gather the data to answer the problems outlined in the study. It is intended to gather information on the extent of teaching comprehensive sexuality education among Grade 10 students. The tool was subjected to construct and content validity. Two designated guidance counselors were tapped to check the content of the tool used.

The tool that the researchers utilized was the Five-point Likert Scale contained within the questionnaire. Five choices were presented, which were indicated by their level. The numbers representing each level or degree were the basis for identifying the mean of the answers in each question.

D. Data Collection

The questionnaire was used to collect data from the students to whom Comprehensive Sexuality Education had been taught. The questionnaire went through content validity and reliability testing before data collection. The qualitative data collected in this study was systematic and helped the researcher to discuss the findings easily. The information from the questionnaire was analyzed by coding and emerging themes.

The respondents were reminded that their participation in the study was voluntary. The researchers dealt with the information gathered professionally and confidentially. The respondents were asked to complete the questionnaire according to which best applies to them.

E. Data Analysis

The researcher employed descriptive statistical tools to find the answers to the posed questions in this study.

To interpret the collected data, they were first summarized and organized. After this, they were subjected to appropriate statistical treatment such as frequency count, mean, and thematic analysis. To determine the extent of teaching comprehensive sexuality education as assessed by the respondents the mean and scale below were used:

4.60 – 5.00	Very Great Extent
3.60 – 4.59	Great Extent
2.60 – 3.59	Moderately Extent
1.60 – 2.59	Low Extent
1.00 – 1.59	Very Low Extent

To determine the different factors that influence respondents about sexuality scale below was used:

4.60 – 5.00	Strongly Agree
3.60 – 4.59	Agree
2.60 – 3.59	Undecided
1.60 – 2.59	Disagree
1.00 – 1.59	Strongly Disagree

To determine the respondent's assessment about the advantages and disadvantages of comprehensive sexuality education the data collected were translated, summarized, organized, and categorized into themes.

III. RESULTS AND DISCUSSION

This study has generated the following significant results:

A. Extent of Teaching Comprehensive Sexuality Education

The idea that Comprehensive Sexuality Education (CSE) be taught in school has gained a favorable affirmation from the school stakeholders. For them, CSE is an important part of student education being a holistic approach to sexuality and sexual health which covers topics from puberty, contraception, sexual orientation, and gender identity to healthy relationships, sexual health, and consent.

Table 1 shows the extent of teaching the CSE in terms of honing the contents among the learners. Discussing the forms and types of a healthy relationship is to a “great extent” in the school scenario. This indicator has 4.4 as the obtained mean.

The table also shows that addressing sexual and reproductive health issues has been discussed with the students, with 4 as the mean. This implies that issues concerning sexual health are in a “great extent” during the teaching and learning process.

Additionally, with a 3.95 obtained mean, the table shows that emphasizing the emotional and psychological aspects of sexuality has been an integral part of the lesson flows. This is “great extent” in their lessons and thus encompasses areas such as self-esteem, body image, and coping with emotional challenges related to sexuality and relationships.

The table also shows that concepts of external factors that influence one’s sexual and reproductive behaviors are discussed during the teaching and learning engagement. With a mean of 3.65 this indicates that topics related to these to is in “great extent” therefore there is a demonstration or presentation of these concepts during the educational engagement.

Lastly, with a mean of 3.23, the table shows how topics such as consent, safe sex practices, and gender diversity, are typically integrated during the teaching and learning engagement. While they are addressed to some extent, it is to a “moderate extent” in the teaching process and there may be room for improvement or further emphasis on these topics in the teaching and learning activities.

Overall, with an average of 3.85, the extent of teaching comprehensive sexuality education in terms of honing content is “great extent” which suggests that a more relatively strong and effective incorporation of comprehensive sexuality is needed in honing content about comprehensive sexuality education.

Table 1: Extent of Teaching Comprehensive Sexuality Education in Terms of Honing Contents

Indicators	Weighted Mean	Description
1. Concepts of external factors that influence one’s sexual and reproductive behaviors are discussed during the teaching and learning engagement.	3.65	Great Extent
2. Topics such as consent, safe sex practices, and gender diversity, are typically integrated during the teaching and learning engagement.	3.23	Moderately Extent
3. Addressing sexual and reproductive health issues (including, but not limited to sexual and reproductive anatomy and physiology, puberty and menstruation; reproduction, contraception, pregnancy, and childbirth; STIs, including HIV and AIDS) has been discussed with the students	4	Great Extent
4. Discussing healthy relationships (including communication, consent, respect, and conflict resolution. Teach students about different types of relationships, such as friendships, romantic, and family relationships) has been talked about in the school	4.4	Great Extent
5. Emphasizing the emotional and psychological aspects of sexuality, including self-esteem, body image, and coping with emotional challenges related to sexuality and relationships has been integral in the lesson flows.	3.95	Great Extent
Average	3.85	Great Extent

Table 2 contains the extent of CSE in terms of Honing Skills. Herein, with 4.58 as the obtained mean CSE instills a sense of self-worth and self-respect toward students which implies that it is a “very great extent”.

In terms of the practice of sexual hygiene, the table shows that it is “great extent” with an obtained mean of “4” which suggests that behaviors, such as changing underwear regularly and washing intimate parts, are likely being followed by the students based on the provided information. This means a positive assessment of students' engagement in sexual hygiene practices.

The table also shows other skills honed by CSE like listening and understanding others' perspectives on sexual health and relationships. With an obtained mean of 3.88, it implies that CSE according to the respondents has been “great extent” in promoting inclusivity in the context of recognizing and respecting diverse cultural backgrounds, values, and beliefs involves a holistic approach that considers every aspect of an individual's identity and creates an environment where everyone feels valued and understood.

With an obtained mean of 3.78, it is a “great extent” that students have developed trust and open communication, enabling students to share their thoughts, concerns, and questions without fear of judgment. This is crucial in creating an environment where individuals can explore and understand their sexuality.

Lastly, with an obtained mean of 3.75, the table shows that skills such as articulating thoughts and feelings related to sexuality clearly and respectfully have been “great extent” among students. This means that students have a fair skill in conveying information accurately to ensure understanding and promote open dialogue.

Overall, the listed skills honed by CSE in students have obtained a mean of 4 which is a “great extent”. This implies that respondents perceive the teaching of comprehensive sexuality education as effective in honing skills, but further development is needed because this not only contributes to their well-being but also prepares them to engage responsibly and respectfully in the broader societal context.

Table 2: Extent of Teaching Comprehensive Sexuality Education in Terms of Honing Skills

Indicators	Weighted Mean	Description
1. Practice sexual hygiene (such as changing underwear regularly, washing intimate Parts, etc....) has been adhered to by the students. "	4	Great Extent
2. Can articulate thoughts and feelings related to sexuality clearly and respectfully.	3.75	Great Extent
3. Adept at listening and understanding others' perspectives on sexual health and relationships and promoting inclusivity by acknowledging and respecting diverse cultural backgrounds, values, and beliefs.	3.88	Great Extent
4. Make informed decisions about their sexual health and relationships and emphasize the qualities of healthy relationships, such as trust, communication, equality, and mutual support. Encourage students to seek and nurture such relationships.	3.78	Great Extent
5. Instill a sense of self-worth and self-respect, helping students make choices that align with their values and goals.	4.58	Very Great Extent
Average	4	Great Extent

Attitudes influence the overall learning environment. Positive attitudes contribute to a supportive and respectful atmosphere where students feel comfortable exploring and understanding various aspects of sexuality. As shown in Table 3 are different attitudes that help in developing comprehensive sexuality education. With 4.25 as the weighted mean, the table shows that students manifest respect for one ‘s gender orientation. It implies that students learned how students should respect and acknowledge the diversity of sexual orientations, gender identities, and cultural backgrounds to is “great extent”. This attitude embraces diversity and ensures that all individuals feel represented and valued.

Attitude about self-reflection is also shown in the table with a 4.2 as a weighted mean, which implies that engaging in self-reflection and understanding values, preferences, and boundaries in relationships is “satisfactorily evident”.

The table also shows the extent how which students developed an understanding of the diversity of sexual orientations, gender identities, and relationship dynamics. Accordingly, this is a “great extent” with a weighted mean of 3.8. This means that effective sexuality education is based on an understanding of the diversity seen in sexual orientations, gender identities, and relationship dynamics.

The table clearly shows how teachers reinforce healthy and positive values about bodies, puberty, relationships, sex, and family life. With a weighted mean of 3.78, it is a “great extent” in the learning environment. This implies that students have a full view of diverse body types and that they are promoting acceptance and appreciation for different shapes, sizes, and appearances.

Lastly, the table shows that teachers have imparted a deeper sense of empathy toward others with a weighted mean of 3.43. This suggests that topics skills such as heightened empathy that involve actively listening without judgment, being open to different viewpoints, and acknowledging diverse experiences are “moderately extent”. It also entails cultivating a non-biased and non-judgmental attitude to create a safe space for individuals to express their thoughts and concerns about sexuality.

Overall, with a weighted mean of 4, it implies that the extent of teaching CSE in honing skills is “great extent”. However, there is still room for improvement by encouraging comprehension, respect, making educated decisions, and the development of vital life skills. Teaching comprehensive sexuality education helps improve attitudes toward sexuality.

Table 3: Extent of Teaching Comprehensive Sexuality Education in terms of Honing Attitudes

Indicators	Weighted Mean	Description
1. Manifest respect for one ‘s gender orientation.	4.25	Great Extent
2. Understand the diversity of sexual orientations, gender identities, and relationship dynamics.	3.8	Great Extent
3. Develop a deeper sense of empathy towards others, recognizing and appreciating the diversity of experiences and perspectives related to sexuality.	3.43	Moderately Extent
4. Reinforces healthy and positive values about bodies, puberty, relationships, sex, and family life.	3.78	Great Extent
5. Engage in self-reflection, understanding their values, preferences, and boundaries in relationships.	4.2	Great Extent
Average	3.82	Great Extent

B. The Factors that Influence Grade 10 Students About Sexuality

The implementation of CSE has been intricately shaped by different factors that significantly influence students' experiences and outcomes. Among these factors are as follows: student perception, teacher dynamics, cultural influences, and environmental conditions which play pivotal roles in shaping the educational journey. Here, we're trying to understand how they affect students' academic performance and general well-being. To establish an inclusive and productive learning environment we can start by acknowledging and addressing these elements.

Table 4 clearly shows that one factor that influences students about CSE is their readiness for certain sexuality topics. With a weighted mean of 4.15, they “agree” that students' age and stage development may affect their understanding of CSE. Introducing age-appropriate information about body parts, proper names, and understanding appropriate and inappropriate touch simply

and clearly. This encourages open communication about feelings and emotions to establish a foundation for healthy emotional expression.

The emotional well-being, including mental health, of the students is also displayed in the table with a weighted mean of 4.13, they “agree” that this may have an impact on their capacity to discuss delicate subjects. This implies that promoting empathy, providing a safe space for discussion, and acknowledging the emotional nature of sensitive topics can all enhance students' educational experiences in general.

The table also shows that students “agree” with the idea that students' openness to learning CSE contents without any malice yields better implementation of CSE. This indicator obtained a 3.93 weighted mean which implies that when students are receptive to CSE without any negative intent, it contributes to a more effective execution of the program.

Additionally, the table shows that students also “agree” with the idea that students’ attitudes and beliefs about sexuality can impact their engagement with the curriculum and acquisition of vital facts about CSE, with a weighted mean of 3.9. This suggests that students’ attitudes and beliefs about sexuality play a crucial role in their engagement with the CSE curriculum.

Lastly, according to the table students “agree” with the notion that peer influences opinions and misconceptions can impact student's perception and understanding of sexuality. This suggests that students acknowledge their peer views and comprehension of certain sexual topics.

The result further supports the findings of Upadhyay, U. D., & Hindin, M. J. (2006) which state that there is a crucial significance that friends play in adolescents' lives given the conflicting influences that they face.

Collectively, the students “agree” with students' openness, peer influence, attitude and beliefs, age and developmental readiness, and emotional well-being as factors that affect them in the acquisition of information about sexuality education.

Table 4: Student-Related Factors Influencing Sexuality

Indicators	Weighted Mean	Description
1. Students' openness to learn CSE contents without any malice yields better implementation of CSE	3.93	Agree
2. Peer influences opinions and misconceptions can impact student's perception and understanding of sexuality.	3.88	Agree
3. Student’s attitudes and beliefs about sexuality can impact their engagement with the curriculum and acquisition of vital facts about CSE.	3.9	Agree
4. Student’s age and development stage influence their readiness for certain sexuality education topics.	4.15	Agree
5. Students' emotional well-being, including mental health, can influence their ability to engage with sensitive topics.	4.13	Agree
AVERAGE	3.99	Agree

Table 5 shows the different teacher-related factors related to the successful implementation of comprehensive sexuality education, creating an environment that promotes understanding, respect, and informed decision-making among students. The table shows that students “agree” that teachers ‘promotion, recognition, and respect for gender identity and sexual orientation diversity influence sexuality education. This indicator has a 4.43 weighted mean. This suggests that students “agree” that there is a need for an inclusive curriculum that acknowledges and respects the diversity of individuals.

Meanwhile, students “agree” on the idea that teachers’ views on sexuality create a great impact on perceptions of the topic. This indicator has a weighted mean of 4.08 which implies that students view teachers not just educators; they see them as role models whose views substantially contribute to the overall understanding and development of sexuality.

Another factor as shown in the table is the teacher's mastery of the contents in the CSE Curriculum. This indicator has a weighted mean of 3.9. This implies that students “agree” with the idea that a teacher’s mastery of topics is essential for effective instruction, accurate information dissemination, and creating a positive and impactful learning experience for students.

The table also shows that a diverse approach to teaching is a factor that affects the implementation of CSE. With a weighted mean of 3.78, students “agree” with the idea that it can help accommodate differences in student's learning styles. This also reflects students’ preference for a student-centered approach to education, where the focus is on adapting teaching methods to meet the individual needs and preferences of students. Lastly, the table shows that students “agree” that teachers should possess a certain favorable expertise on comprehensive sexuality education. This indicator has a weighted mean of 3.75, which suggests that students believe that when a teacher is an expert it builds trust between teachers and students. When students trust that their teacher is knowledgeable and supportive, they are more likely to seek guidance and clarification on sensitive topics.

Overall, with a weighted mean of 3.98, students “agree” with the following indicator that affects or influences them regarding sexuality education: Teacher’s mastery and expertise on CSE topics, teacher’s view about CSE, teacher’s recognition and respect for different sexuality and their diverse approach in teaching CSE.

Table 5: Teacher-Related Factors Influencing Sexuality

Indicators	Weighted Mean	Description
1. Teachers who are adept in the contents of the CSE Curriculum can deliver the topics with ease and mastery.	3.9	Agree
2. Teachers’ views on sexuality create a great impact on perceptions of the topic	4.08	Agree
3. Teachers have to possess a certain favorable expertise on comprehensive sexuality education which is essential in clarifying doubts and addressing personal concerns among students	3.75	Agree
4. Teachers ‘promotion, recognition, and respect for gender identity and sexual orientation diversity in comprehensive sexuality education - an inclusive curriculum creates a positive impact in the realization of the goals of comprehensive sexuality education	4.43	Agree
5. A diverse approach to teaching can help accommodate these differences in student's learning styles. Some may learn better through discussions, while others prefer written materials or multimedia	3.78	Agree
AVERAGE	3.98	Agree

Table 6 shows the different environment-related factors affecting sexuality education. One factor is the availability and accessibility of healthcare services which includes sexual and reproductive services. With a weighted mean of 4.28, students “agree” that integration of comprehensive sexuality education with accessible and supportive healthcare services ensures that individuals not only acquire knowledge but also have the resources and support systems necessary to make informed and healthy choices throughout their lives.

Another factor shown in the table is the general health and well-being of a community. Herein, it highlights the need for CSE by including issues related to sexuality. With a weighted mean of 4.25, this suggests that students “agree” that if there are barriers to healthcare access, CSE becomes even more critical in providing essential information and empowering individuals.

The table also shows that the presence or absence of supportive legal and policy frameworks at the national, state, or local levels can influence the availability and quality of CSE programs. This indicator obtained a 4.03 weighted mean which suggests that students “agree” that the legal and policy

environment at all levels in our society significantly influences the availability and quality of CSE programs.

Another factor shown in the table, with a weighted mean of 3.98 is the socioeconomic factor. Students “agree” that marginalized groups, often facing economic challenges, may struggle to access CSE resources due to financial constraints.

Lastly, the presence of social media platforms complements the students’ learning of sexuality as a factor that influences sexuality education. This indicator has obtained a 3.95 weighted mean, which suggests that students “agree” that educators and students should critically evaluate information, promote reliable sources, and foster a respectful and inclusive online learning environment.

Overall, the indicated environment-related factors that influence sexuality education have an average weighted mean of 4.09 which implies that students “agree” that social media, presence and absence of legal and policy frameworks, socioeconomic factors, availability of healthcare services, and general health and well-being of a community have affected the acquisition and acceptance of information on comprehensive sexuality education.

Table 6: Environment-Related Factors Influencing Sexuality

Indicators	Weighted Mean	Description
1. The presence of social media platforms complements the students’ learning of sexuality.	3.95	Agree
2. The presence or absence of supportive legal and policy frameworks at the national, state, or local levels can influence the availability and quality of CSE programs. Strong policies can provide guidance and funding, while restrictive laws can hinder implementation.	4.03	Agree
3. Socioeconomic factors that are often linked to culture can affect access to CSE resources and information. In some cultures, marginalized groups may have limited access to CSE.	3.98	Agree
4. The availability and accessibility of healthcare services, including sexual and reproductive health services, can affect the overall effectiveness of CSE. These services should complement the education provided.	4.28	Agree
5. The general health and well-being of a community, including issues like teen pregnancy rates and sexually transmitted infections, can highlight the need for effective CSE and influence its implementation.	4.25	Agree
Average	4.09	Agree

Table 7 shows some culture-related factors that affect sexuality education. As reflected in the table one of the factors that affects students in sexuality education is the level of parental and community involvement and support for CSE. This indicator has a weighted mean of 4.28. this implies that students “agree” that with the full support of parents and communities, there is a greater chance that students will have consistent messaging between home and school.

Another factor is cultural differences in communication styles. This indicator has obtained a 4.13 weighted mean, which suggests that students “agree” that effective communication in CSE requires adaptability and flexibility. Many communities are culturally diverse, and individuals within a community may come from various cultural backgrounds. Thus, teachers/facilitators should be willing to adjust their communication style based on the cultural context.

Also, included in the table with a weighted mean of 4 are religious beliefs that affect students’ perspective and receptiveness to sexuality education. Students “agree” with this indicator such that students from various religious backgrounds may have different perspectives on sexuality. This implies recognizing and respecting diverse beliefs may provide an understanding of their specific needs and promote open dialogue that allows students to explore their questions within the context of their religious values.

The table also shows that myths about sexuality hinder students from accepting the basic facts about gender and sex. This indicator has obtained a weighted mean of 3.93, which implies that students “agree” with the idea that myths may limit students' access to comprehensive information about sexual health and practices leading to gaps in their understanding of CSE.

Lastly, the indicator with a weighted mean of 3.65 is societal taboos and stigma create barriers to open discussion. The result implies that students are “undecided” about societal taboos that may affect sexuality education. However, this may deter individuals from seeking information on reproductive health, contraception, and sexually transmitted infections as it is deemed forbidden to talk about. This lack of knowledge can cause serious health consequences.

Overall, with an average weighted mean of 3.99 students “agree” on the different culture-related factors affecting sexuality education such as myths about sexuality education, religious beliefs, societal taboos and stigma, cultural differences, and involvement of parents and community.

This result further supports the findings of Chavula, et. al., (2022) that social and cultural factors influence the implementation and integration of CSE into educational systems. Thus, stakeholder collaboration and involvement in the design and appropriateness of interventions is critical. This shows that it is important to recognize these factors in creating sexuality education programs to address the specific cultural differences fostering an inclusive and culturally sensitive approach to learning sexuality education.

Table 7: Culture-Related Factors Influencing Sexuality

Indicators	Weighted Mean	Description
1. Myths on sexuality hinder students from accepting the basic facts about gender and sex.	3.93	Agree
2. Religious beliefs affect students’ perspective and receptiveness to sexuality education. Students from various religious backgrounds may have different perspectives on sexuality.	4	Agree
3. Societal taboos and stigma create barriers to open discussion and affect student’s comfort level in participating actively.	3.65	Undecided
4. Cultural differences in communication styles can affect how CSE is delivered and received. Effective communication must consider cultural nuances.	4.13	Agree
5. The level of parental and community involvement and support for CSE can influence how it is implemented. Engaging parents and communities in the planning and implementation process can enhance its effectiveness.	4.28	Agree
Average	3.99	Agree

C. The Advantages and Disadvantages of Comprehensive Sexuality Education as Assessed by Grade 10 Students

Developing one's knowledge of sexual health and relationships is facilitated by comprehensive sexuality education (CSE). It has both advantages and disadvantages.

To guarantee that comprehensive sexuality education continues to be a useful and inclusive tool in promoting sexual health and well-being, balancing these benefits and drawbacks calls for constant research and modification.

Table 8: Advantages of Comprehensive Sexuality Education as Assessed by Grade 10 Students

Advantages as Assessed by Students	Frequency	Percent
CSE enhances students' knowledge and promotes their understanding of sexual and reproductive health.	35	88%
With a better understanding of the consequences of risky behaviors, students are more likely to make informed decisions, reducing the risk of unintended pregnancies and sexually transmitted infections (STIs).	28	70%
Students learn about the principles of consent, communication, and respect, contributing to the development of healthier and more respectful relationships.	21	53%

Table 8 shows the different advantages given by the respondents. The table shows that 35 students or 88% of the respondents assess that CSE enhances students' knowledge and promotes their understanding of sexual and reproductive health. Respondents assess that Comprehensive Sex Education (CSE) empowers students to take control of their health and well-being, leading to positive outcomes.

Furthermore, 28 students, or 70 % of respondents assess that with a better understanding of the consequences of risky behaviors, students are more likely to make informed decisions, reducing the risk of unintended pregnancies and sexually transmitted infections (STIs). Students must have a clear understanding of the potential consequences of engaging in risky sexual behaviors.

Also, 21 students, or 53% of the respondents assess that CSE gives students a chance to learn about the principles of consent, communication, and respect, contributing to developing healthier and more respectful relationships. Through CSE, students learn about the importance of asking for and giving consent in sexual situations.

While many people believe that Comprehensive Sexuality Education (CSE) is an effective way to educate young people and that it covers a wide range of topics related to human sexuality, including relationships, reproductive health, and sexual behaviors., some argue that it has its disadvantages.

Table 9: Disadvantages of Comprehensive Sexuality Education as Assessed by Grade 10 Students

Disadvantages as assessed by students	Frequency	Percent
CSE can promote values that conflict with certain moral or ethical frameworks, leading to objections on those grounds.	28	70%
Discussing topics like contraception might encourage early sexual activity among students.	25	63%
Students may become confused and feel challenged by conversations regarding various sexual orientations and gender identities.	22	53%

Table 9 shows the disadvantages of CSE as assessed by grade 10 students. The table shows that 28 students, or 70% of the respondents' that CSE can promote values that conflict with certain moral or ethical frameworks, leading to objections on those grounds. Some individuals or groups may object to certain aspects of CSE due to their personal beliefs or cultural values. Therefore, educators and advocates need to understand these objections and address them in a respectful and empathetic manner, while also ensuring that young people have access to accurate and inclusive information about sexuality and relationships.

Furthermore, 25 students, or 63 % of the respondents assess that discussing topics like contraception might encourage early sexual activity among students. This suggests that by providing information about contraception, students may feel more comfortable engaging in sexual activity knowing that they have access to protection.

Lastly, 22 students, or 55% of the respondents assess that students may become confused and feel challenged by conversations regarding various sexual orientations and gender identities. This is particularly true for those who are not familiar with the diverse range of identities and sexualities that exist. Thus, it is important to create a safe and inclusive environment where students feel comfortable to ask

questions, learn, and engage in meaningful conversations about these topics. By doing so, we can help to promote understanding, acceptance, and respect for all individuals, regardless of their sexual orientation or gender identity.

While CSE produces advantages and disadvantages for students some concerns must be addressed to have a better CSE implementation. Creating a supportive and nonjudgmental environment and being responsive to students' questions and concerns can help alleviate confusion, foster understanding, and encourage open conversation and positive discussion. It's important to acknowledge and respect students' feelings, parent's roles, opinions of stakeholders and overall development in the curriculum, and facilitators of CSE. This will help identify and rectify any potential issues in the delivery of comprehensive sexuality education.

IV. CONCLUSION

➤ *Based on the Indicated Findings the Following Conclusions Were Drawn:*

- Comprehensive Sexuality Education (CSE) is taught extensively to grade 10 students in terms of content, skills, and attitudes. This suggests that students who receive CSE

are equipped with knowledge, skills, and attitudes related to sexuality and relationships.

- Comprehensive Sexuality Education is influenced by various factors, including student-related, teacher-related, environment-related, and culture-related factors. Thus, it is important to address these various factors to ensure that students receive holistic and comprehensive education on sexuality.
- Comprehensive Sexuality Education (CSE) has both advantages and disadvantages. While CSE can improve students' knowledge and understanding of sexual health and relationships, it can also give rise to conflicts with moral differences, and confusion and might encourage early sexual activities.
- A school-based guidance program on sexuality education awareness is a must.

V. RECOMMENDATIONS

This study reviewed the extent of the teaching of comprehensive sexuality education: the basis for a guidance program on sexuality awareness. Thus, the following recommendations are presented.

- The teaching of CSE to students may be constantly enhanced to develop a deeper understanding of sexual and reproductive health.
- School-based CSE programs may be designed to be adaptable, allowing for updates and revisions to stay updated on emerging issues and perspectives.
- School-based CSE programs be used to address the diverse needs of students and will contribute to a more comprehensive and effective educational experience.
- The proposed school-based guidance program on sexuality education awareness be implemented.
- Future researchers are encouraged to conduct studies on the following topics
 - ✓ Best School Practices in Teaching CSE
 - ✓ Impact of CSE on the Learners' Reproductive Health Orientation
 - ✓ The Interplay of Mental Health and CSE in Basic Education Curriculum

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