

SEXUALITY EDUCATION IN SECONDARY
SCHOOLS IN ILOILO CITY:
AN ASSESSMENT STUDY

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Abstract

This is a study aimed to generate baseline information on the status of sexuality education in secondary schools in the city of Iloilo. It seeks to describe the profile of teachers who handle sexuality education subjects; various topics and core messages in sexuality education per year level; the strategies employed in sexuality education; the various problems encountered by teachers in the course of teaching sexuality and the perception of students of sexuality education. Questionnaires and focus group discussions using an interview guide were used to draw out this information. From the different problems that surfaced from the study, improvements were suggested by the participants themselves. Knowledge about the extent of integration of sexuality education, teaching strategies in such education and perceptions of students and teachers on sexuality education courses in the secondary schools in Iloilo City would be valuable in providing directions for policies and programs for sexuality education at the regional and national levels.

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INTRODUCTION

Background Information

Sexuality education is essential for all young people to prepare them for the responsibilities of adult life. Such education can be provided through friends, family members or parents and the media. However, school-based instruction commonly integrates sexuality education in the school curricula and other school-based programs in order to cater to the needs and problems of young people. This can be seen, for instance, in the United States where sexuality education has been part of public primary and secondary school curricula for many years (Darroch, Landry and Singh, 2000; Singh and Darroch, 1999). Also in United Kingdom, sex education is taught in schools (Lawrence, Kanabu and Rem, 2000).

In the Philippines, in some form, sexuality education has been made part of school curriculum. In high school, for instance, sexuality topics are integrated in a number of courses (e.g., Values Education, Biology, Technology and Livelihood Education and Physical Education, Health and Music). These courses are basically similar especially in schools supervised by the Department of Education (DepEd). Differences may be present in terms of topics covered and emphasis, core messages delivered and teaching strategies used. One reason is that these things largely depend upon the teachers handling these courses.

Beginning in the late 1980s, the political context surrounding sexuality education and its actual teaching approaches have changed considerably (Darroch, Landry and Singh, 2000). In the United States, this was shown by the changing emphasis in sexuality education in the public secondary schools. For instance, a national study (Darroch, Landry and Singh, 2000) showed

that the topics on *HIV transmission, STDs, sexual abstinence, how to resist peer pressure to have sexual intercourse* were taught more in lower grades in 1999 than in 1988. Also, there were more teachers who taught that abstinence is the only way to prevent pregnancy and STD in 1999 than in 1988. A problem noted in this US study was that sexuality education is less likely to present students with comprehensive teaching that covers necessary information from others topics.

In the Philippines, similar changes in sex education have been occurring. One noticeable change is contributed to by the growing “genderization” efforts in the country. That is, sexuality education has increasingly been deviating from the traditional gender biased orientation. In the public secondary curriculum, for instance, women’s rights are now among the topics covered in sexuality education. Also in colleges and universities (e.g., U.P.), topics such as sexual abuse/harassment, sexual stereotyping and others that are traditionally given less attention in sexuality education are now getting mainstreamed.

Another observable development is the growing recognition that sexuality education in the country needs to be examined and strengthened. Sobritchea and Kintanar (2002), for instance, pointed out that “schools should recognize the need for adequate information and counseling services that are sensitive to the needs and insecurities of adolescents.” It is also reported in their study that respondents suggest that teaching strategies should utilize varied formats: lectures, group discussions and dynamics, role playing, games, contests, and visual presentations. Although the context of this study was tertiary level, the same sentiments may be held for the secondary level. In another study on adolescents, Sobritchea, Conaco and Jimenez (n.d.) likewise recommended that sex education programs should be more comprehensive and less heterosexual in design.

Considering these developments and the fact that there is little or even no current and systematically organized local, regional or national information on sexuality education in the country, there is a need to generate data that would show the extent of integration of sexuality education in school curriculum and how it is being treated in schools.

Related Literature

What is Sexuality Education? The Sexuality Information and Education Council of the United States (1997, 2001) defines sexuality education as a

“lifelong process of acquiring information and forming attitudes, beliefs, and values. It encompasses sexual development, reproductive health, interpersonal relationships, affection, intimacy, body image, and gender roles. Sexuality education addresses the biological, sociocultural, psychological, and spiritual dimensions of sexuality from the cognitive domain (information); the affective domain (feelings, values, and attitudes); and the behavioral domain (communication and decision-making skills).”

Young people learn about sex and sexuality inside and outside of the home. With the family as the first teachers, young people also learn from friends, teachers, neighbors, television, music, books, advertisements, toys, and the Internet. The school is an important venue where the young learn more about sexuality through formal curriculum.

School-based sexuality education is important to prepare young people for adulthood and in promoting sexual health. Haffner and Goldfarb (1997) cite the four primary goals of a comprehensive sexuality education:

- To provide young people with accurate information about human sexuality.

- To provide an opportunity for young people to question, explore, and assess their sexual attitudes.
- To help young people develop interpersonal skills, including communication, decision-making, assertiveness, and peer refusal skills, as well as the ability to create satisfying relationships;
- To help young people exercise responsibility regarding sexual relationships, including addressing abstinence, how to resist pressures to become prematurely involved in sexual behaviors, and encouraging the use of contraception and other sexual health measures.

For the Sexuality Information and Education Council of the United States (1996), the key concepts in a comprehensive sexuality education program” include the following:

- *Human Development.* It is characterized by the inter-relationship between physical, emotional, social, and intellectual growth.
- *Relationships.* They play a central role throughout our lives.
- *Personal Skills, Sexuality and Society.* Healthy sexuality requires the development and use of specific personal and interpersonal skills.
- *Sexual Behavior.* Sexuality is central to being human, and individuals express their sexuality in a variety of ways.
- *Sexual Health.* The promotion of sexual health requires specific information and attitudes to avoid unwanted consequences of sexual behavior.
- *Society and Culture, Social and Cultural Environments.* They shape the way individuals learn about and express their sexuality.

The Need to Improve Sexuality Education among Young People.

In the US, the 1999 survey results showed strong support of the Americans to the provision of sexuality education to the young people, specifically about contraception and the prevention of STDs (Sexuality Information and Education Council of the United States, 2000).

In the Philippines, the need for sexuality education has long been recognized. Sexuality education has been part of the Population Education (PopEd) Program of the country since its establishment in 1972. Through the years, the program has shifted emphasis to respond to the changing needs of the time. Initially, it covered the core areas of demography, determinants of population change, human sexuality and reproduction and planning for the future. In 1976, the program focused on small family size, delayed marriage, responsible parenthood and population and other development concerns.

With the shift in emphasis from fertility reduction to family welfare in 1986, the program focused on family formation, maternal and childcare, child survival, enhancement of the status of women population structure, distribution and urbanization, and fertility regulation. In 1996, new learning areas were identified based on the *1995 Young Adult Fertility and Sexuality Study* conducted by the University of the Philippines Population Institute (UPPI). These include family life and responsible parenthood, gender and development, population and reproductive health.

The PopEd Program in the country, however, is found inadequate to meet the needs of young people related to sexuality. Raymundo and Lusterio (1995) made an observation that the content of the program is biased toward population issues at the macro and micro levels and inadequate in sex-related materials. A number of gaps are also found in the teaching of PopEd, which

include the following: 1) it is not taught as a separate subject; 2) it is integrated in social studies, home economics, science and health, and values education and the teacher decides where and when to integrate PopEd; and, 3) materials lack specificity in terms of topics to be discussed and materials to be used and thus subject to the teacher's interpretation.

Recent researches point to the need for further refinement of sexuality education in the country. Tan, Batangan, and Cabado-Española (2001) made a study that focused on the sexual risk facing young Filipinos and made recommendations to address young Filipino's needs in relation to sexuality that is focused on sexual health education. They formulated ten recommendations that include, among others, educational programs to address specific interests and issues according to gender, age, class and socio-demographic variables, the need to encourage the youth to talk openly about sex and sexuality, to tap and develop sex-positive attitudes, for young adult programs on sexuality to incorporate life skills and should build on the theme of mutuality on relationships, especially as it relates to concepts of love, respect, and responsibility.

A study made by Gastardo-Conaco et al. (2003) on Filipino adolescents recommend the design of a more comprehensive sex education program that is less exclusively heterosexual. It recommends the use of open freewheeling discussions that will serve as venue for adolescents to raise issues of particular concern and importance to them.

Reasons for Learning Sexuality. According to Strong et al. (2002), students study sexuality for various reasons. These include "to gain insight into their sexuality and relationships, to explore personal sexual issues, to dispel anxieties and doubts, to resolve traumatic sexual experiences, to prepare for the helping professions, or to increase their general knowledge."

Effectiveness of Sexuality Education. Myths and misunderstandings surround sexuality education. One of this is the thinking that teaching sexuality to young people promotes promiscuity. This is a myth, as numerous studies and evaluations published in peer-reviewed literature suggest that comprehensive sexuality education is an effective strategy to help young people delay their involvement in sexual intercourse (Sexuality Information and Education Council of the United States, 2001). Research has also concluded that these programs do not hasten the onset of sexual intercourse, do not increase the frequency of sexual intercourse, and do not increase the number of partners sexually active teens have. Kirby (2001) reviewed researches covering programs to reduce teen pregnancy and found strong evidence that sex education that discusses contraception does not hasten the onset of sex, increase the frequency of sex, nor increase the number of sexual partners.

A fact sheet (2000) published by the Sexuality Information and Education Council of the United States contains a listing of research findings showing evidence that comprehensive sexuality education can help postpone intercourse. Haffner and Goldfarb (1997) cites the finding of various researches evaluating sexuality education. Quality sexuality education programs:

- increase knowledge;
- clarify values;
- increase parent-child communication;
- help young people delay the initiation of sexual intercourse, if directed at young adolescents;
- increase the use of contraception and condoms;
- do not encourage young people to begin intercourse; and
- do not increase the frequency of sexual intercourse.

They further describe the common characteristics of effective programs. Specifically, these programs:

- target specific behaviors;
- are based on a theoretical model for behavior change;
- provide information about the risks of unprotected sexual intercourse and how to reduce risk;
- provide students with an opportunity to practice skills and discuss situations that they find meaningful and realistic;
- address the influence of the media, peers, and culture on teenagers' sexual behaviors and decisions;
- develop and reinforce beliefs and values among students that support their decisions to be abstinent and/or to protect themselves; and
- include opportunities for students to practice communication and negotiation skills.

Teachers Who Handle Sexuality Education. Having properly trained teachers is a basic requirement in sexuality education. Teachers should have the skills, knowledge, or inclination to teach such courses.

In the US, a study on teachers teaching sexuality education reported by the Sexuality Information and Education Council of the United States (1996) revealed that the vast majority of those who teach sexuality education are not sexuality educators. The physical education teachers account for the largest number of those providing sexuality education in middle and high schools, followed by health educators, biology teachers, home economics teacher, and school nurses. There were reports of undergraduate training but there had been no study of the content of their training. Only 19% of 156 inner-city elementary teachers report any pre-service training in health education. Only one had received training within five years.

Many studies reviewed by the Sexuality Information and Education Council of the United States (1996) show that the

teachers feel inadequate to teach HIV/AIDS prevention and sexuality education. Teachers' concern are in their ability to teach personal skills, about their knowledge of HIV/AIDS (particularly as it related to having a child with AIDS in the classroom), or their knowledge of STDs. They also feel they need help in teaching such subjects as sexual orientation and risk behaviors that include drug use and safer sex practices. Most of those teaching HIV/AIDS prevention and sexuality education have received their training in short workshops or seminars. Given these problems, the recommendation was to review the existing curricula on comprehensive sexuality education and the pre-service professional training for the teachers.

Objectives of the Study

The general objective of this study is to generate baseline information on the status of sexuality education in secondary schools in the city of Iloilo.

Specifically, this study seeks to describe the following aspects of sexuality education:

- profile of teachers who handle sexuality education subjects;
- topics and core messages in sexuality education per year level;
- strategies employed in teaching sexuality education;
- problems encountered by teachers in sexuality education;
- perception of students on sexuality education.

Significance of the Study

This study aims to provide information on the extent of integration of sexuality education, teaching strategies in such education and perceptions of students and teachers on sexuality

education courses in the secondary schools in Iloilo City. The information is valuable in providing directions for policies and programs for sexuality education at the regional and national levels.

Limitations of the Study

Out of the many schools in Iloilo city, only four schools were involved in this study. Also, the responses of teachers were based only on one representative per subject that contains sexuality topics. In addition, for some reasons, some data were not gathered for some factors beyond the control of researchers like the questionnaire not getting returned or the teacher had retired from service.

Framework of the Study

The framework of this study is based on the guidelines for comprehensive sexuality education program prepared by the Sexuality Information and Education Council of the United States (SIECUS). This framework views sexuality education as a multidimensional construct with six core concepts as its major components in which each core concept covers a number of topics. To suit the local context of this study, the topics on the original guidelines were revised. An outline of the core concepts and topics of this study is presented as follows.

Key Concept 1: Human Development:

- Reproductive Anatomy and Physiology
- Sexual Development: Menstruation
- Reproduction
- Adolescence and Puberty
- Body Image

- Sexual Identity and Orientation
- Human Sexuality

Key Concept 2: Relationships

- Families
- Friendship/Preparation for Marriage
- Love, Infatuation and Intimacy
- Nonsexual Ways to Show Affection
- Decision-making and Personal Choice about Relationships
- Courtship
- Dating
- Engagement
- Marriage and Life Commitments
- Responsible Parenting
- Teenage Parenthood
- Changing Relationships, Separation, Loss, Bereavement

Key Concept 3: Personal Skills

- Values and Sexuality
- Self-esteem and Relationship
- Goal-setting and Relationship
- Decision-making in a Relationship
- Communication in a Relationship
- Assertiveness in a Relationship
- How to Resist Pressure to Have Sexual Intercourse
- Negotiating Relationships
- Finding Help for Sexuality Problems

Key Concept 4: Sexual Behavior

- Active Sex-life Throughout Life
- Masturbation

- Wet Dreams
- Lovemaking
- Abstinence from Sex
- Human Sexual Response
- Sexual Fantasy
- Virginity

Key Concept 5: Sexual Health

- Contraception
- Family Planning
- Abortion
- Sexually Transmitted Diseases/HIV/AIDS
- Sexual Abuse
- Reproductive Health and Rights

Key Concept 6: Sexuality and culture

- Gender Roles
- Sexual Stereotyping
- Religious and Cultural Views, Moral Values and Attitudes on Sexuality
- Artistic Expressions of Sexuality
- Sexuality and the Media
- Pornography

Methodology

Participating Schools, Teachers and Students. Four schools in Iloilo City representing the private sectarian and public high schools participated in this study. Under each of these types, two subcategories were further delineated: Catholic and non-Catholic for private sectarian schools; and state university and national high schools for public schools. They were chosen

because they are the largest in terms of student population, at least, in Iloilo City. Also, in the case of the three universities, they are centers of education in the region.

A total of 27 teachers and 35 students from the four sample schools served as respondents in this study. The profile of the former is presented in the Results and Discussion section of this study. Seventeen male and 18 female high school students from first year to fourth year participated in the Focus Group Discussion (FGD). Four females and four males, except for the private non-Catholic school with five males and five females, represented each year level.

Design of the Study. A case study design was employed. The profile of teachers teaching sexuality topics, topics and core messages in sexuality education, strategies employed in teaching sexuality topics, problems encountered in sexuality education by teachers and the perceptions of students on sexuality education were the variables examined.

Instruments. Questionnaires were designed for the profile of teachers, topics and strategies in teaching problems encountered by teachers and student perception of sexuality topics. An interview guide was prepared for the focus group discussion (FGD).

Collection and Assembly of Secondary Materials. The courses that integrate sexuality education were identified upon consultation with the principals of the schools or their designated persons. The teachers who handle these courses were then provided with a survey questionnaire, either personally or through the principals. After three days or at the convenient schedule of the teachers, the questionnaires were retrieved.

During the survey proper, the textbooks, references and other materials used by the teachers in sexuality education were obtained or borrowed. From these sources, the core messages were extracted.

Problems Encountered During Data Gathering Among Teachers. Teachers' hectic schedule is one problem encountered during the data gathering. Some teachers had not returned the questionnaires on schedule because of school activities and the data gathering period fell in December. Also, there were some constraints in borrowing the materials because they were personal copies of the teachers and many of those materials could not be found in the libraries. Generally however, the teachers were willing to let the researchers borrow their materials.

Focus Group Discussion (FGD) and Survey on the Students. The FGD was employed to determine the perceptions of high school students on sexuality education. An FGD session typically consisted of four (4) all boy or all girl students representing different high school year levels. It was arranged by school officials and conducted by a trained facilitator and a documentor within the school premises during schools days. The segregation according to sex was done to remove inhibitions that may be generated by the presence of the opposite sex.

The facilitators were all senior college students except for one who was a graduate and in his early twenties. Most documentors were also college students. This was done to control for age factors that may pose constraints in communication between student-participants and facilitator.

After the FGD, the students were handed a questionnaire that surveyed their perceptions on some sexuality topics. An FGD session took a minimum time of more or less 45 minutes and a maximum period of about two hours.

RESULTS AND DISCUSSION

Profile of Teachers Who Handle Sexuality Education

Socio-demographic Profile

Of the 27 who participated in the study, ten come from a private sectarian non-Catholic school, four from a private sectarian Catholic school, only two from a state university, and eleven from a national high school. The age of the teachers ranges from 28 to 64 years, with a mean age of 41.30.

In all schools, most of the teachers are females (74%). However, there are more males in private sectarian schools (22.22%) than in public high schools (3.71%). In both private sectarian and public high schools, majority of the teachers are married (66.66%). As expected, all teachers, except in private sectarian non-Catholic high school are Catholics.

Work Related Profile

About 70% of the teachers are graduates of a baccalaureate degree in education. Those who have reached or obtained a graduate degree comprise around 41%, however, mostly on a non-education field (33.33%). Most of the teachers who have a background in education come from public high schools. Also, it is noticeable that there are no teachers from private sectarian Catholic high schools who are graduates of education.

The Physical Education and Values Education teachers account for the largest number (33.33% each) of the teachers handling courses that integrate sexuality topics. The others are home economics teachers, biology teachers, guidance counselors, social science teachers, nutritionists and health educators.

Generally, the teachers have taught courses that integrate sexuality topics for about nine years. Public school teachers have longer teaching experience (10.08 years) compared to their private sectarian counterparts (7.77 years). To enhance their skills and knowledge in handling sexuality topics, about 60% of the teachers have attended trainings, with seminars as the most popular. However, it was not mentioned when these trainings were conducted and what aspects of sexuality education were tackled. It is no surprise that most (81.48%) are interested to undergo training in sexuality education. Their most preferred topic is teaching methods or strategies. This is followed by curriculum development and topics to teach.

The sensitivity of the teachers to gender concerns can be reflected in their involvement in women's organizations and awareness of gender development programs. From among the schools with gender development programs, their teachers' awareness of the existence of the program is low (37.5%). Moreover, membership in women's organization is even lower (14.81%). These probably indicate their low gender sensitivity.

Sexuality Topics That Are Integrated in High School Courses

There is no high school sexuality education course. Sexuality topics are integrated in high school subjects such as Values and Education (VE), Physical Education, Health and Music (PEHM), Technology and Livelihood Education (TLE), and Biology (Bio). However, the exposure of the students to the topics differs by year level and by school.

The teachers were asked to identify the specific topics on every core concept considered in the study that they integrate on the subjects they teach. Their responses were verified using their main references or materials in the subject. Topics are not

included if they do not appear in the reference materials. This is to ensure that the topics reported are indeed part of the curriculum and should be taken up.

This section presents the specific sexuality topics for every core concept considered in the study that are currently integrated in high school subjects. The presentation proceeds by type of school and by year level.

Human Development

As shown in Table 1, the specific sexuality topics on *Human Development* are integrated in Physical Education, Health and Music (PEHM) at all year levels, Values Education (VE) for first and second year levels, Technology and Livelihood Education (TLE) for the second and third year levels, and Biology (Bio) for the second year level. However, the exposure of the students to the topics differs by year level and by school.

The topic *Reproductive Anatomy and Physiology* is integrated in Bio2 subjects in all schools. In private schools and national high school this topic is also integrated in PEHM3. Only the national high school integrates this topic in PEHM1.

The second year students in all schools take up *Menstruation* because this topic is integrated in Bio2. The third year students from private high school also take this up in TLE3. Non-Catholic high school students and national high school students take this up in PEHM3.

Second year to fourth year students in all schools are taught *Reproduction*. However, the second year students have more of this topic than the others because it is integrated in three second year subjects such as Bio2, TLE2, PEHM2. The third year students have it in TLE3 and PEHM3, while the fourth year students have it in PEHM4. Interestingly, *Reproduction* is the

Table 1: Topics on Human Development That Are Integrated in High School Subjects

Topics on Human Development	Overall	TYPE OF SCHOOL						YEAR LEVEL			
		Private Secularian			Public			1	2	3	4
		Non-Catholic	Catholic	State University	State University	National					
Reproductive Anatomy and Physiology	PEHM1, Bio2 PEHM3	Bio2, PEHM3	Bio2 PEHM3	Bio2	Bio2	PEHM1 Bio2 PEHM3	PEHM1	Bio2	PEHM3		
Menstruation	Bio2, TLE3 PEHM3	Bio2, PEHM3 TLE3	Bio2 TLE3	Bio2	Bio2	Bio2 PEHM3		Bio2	PEHM3 TLE3		
Reproduction	Bio2, TLE2 PEHM2, TLE3 PEHM3, PEHM4	Bio2, TLE2 PEHM4	Bio2 TLE3 PEHM4	Bio2	Bio2	PEHM2 Bio2 PEHM3		Bio2 TLE2 PEHM2	TLE3		PEHM
Adolescence and Puberty	VE1, PEHM1, VE2 Bio2, TLE2, TLE3	VE1, Bio2 TLE2, TLE3	TLE2 Bio2 TLE3	VE1, Bio2 VE2	VE1, Bio2 VE2	PEHM1 Bio2 TLE2 VE2	VE1 PEHM	Bio2 TLE2 VE2	TLE3		
Body Image	VE1, PEHM1 TLE3	VE1, TLE3	TLE3	VE1	VE1	PEHM1 VE2 TLE3	VE1 PEHM1	Bio2	TLE3		
Sexual Identity and Orientation	VE1	VE1					VE1				
Human Sexuality	VE1, PEHM1, VE2 PEHM3	VE1, PEHM3	VE2	VE1, VE2 PEHM3	VE1, VE2 PEHM3	VE1 PEHM1 VE2	VE1 PEHM1	VE2	PEHM3		

VE—Values Education; PEHM—Physical Education, Health and Music; TLE—Technology and Livelihood Education; Bio—Biology; 1—first year; 2—second year; 3—third year; 4—fourth year; A blank cell would mean that the topic is not taken up.

only *Human Development* topic taken up by the fourth year students but only in private schools.

Again, the second year students are more exposed to the topic on *Adolescence and Puberty* because this is integrated in Bio2, TLE2 and VE. The first year students (except from private-Catholic school) have this topic in VE1, PEHM1, while the third year (from private schools and national high school) have the topic in TLE3.

The topic *Body Image* is integrated in VE1, PEHM1 and TLE3, which are first year and third-year level courses. However, the exposure of the students differs by school. The national high school teach this topic from first year to third year students. Interestingly, *Sexual Identity and Orientation* is only taught in VE1 for first year private non-Catholic students.

The topic *Human Sexuality* is taught to first year students in public schools students (in VE1 or PEHM1) and in private-non-Catholic school (in VE1). In private-Catholic schools, only the third year students take this up in TLE3.

Relationships

The specific sexuality topics on *Relationships* are integrated in Physical Education, Health and Music (PEHM), Values Education (VE), and Technology and Livelihood Education (TLE). (Table 2).

The topic *Families* is taught from first year (except in state university high school) to fourth year (except in private-Catholic) students. This is integrated in VE and TLE for first year to third year students, VE for first year and third year students and PEHM for third year to fourth year students.

Only public school students are taught the topic *Friendship/Preparation for Marriage*. This topic is integrated in VE for the

Table 2. Topics on Relationships That Are Integrated in High School Subjects

Topics on Relationships	Overall	TYPE OF SCHOOL				YEAR LEVEL			
		Private		Public		1	2	3	4
		Non-Catholic	Catholic	State University	National				
Families	VE1, TLE1 TLE2, VE3 TLE3, PEHM3 PEHM4	VE1, TLE1 TLE2 TLE3 PEHM4	TLE1 TLE2 TLE3 PEHM3 VE3	VE3 PEHM3 PEHM4	VE1 TLE? TLE2 PEHM4	TLE1 VE1	TLE2	TLE3 PEHM3 VE3	PEHM4
Friendship/ Preparation For Marriage	VE1, VE2, VE3 PEHM3, PEHM4			VE1, VE3 PEHM3 PEHM4	VE2	VE1	VE2	VE3 PEHM3	PEHM4
Courtship	TLE3 PEHM3	TLE3 PEHM3	TLE3		TLE3			TLE3 PEHM3	
Love Infatuation and Intimacy	PEHM1 VE2, VE3 TLE3, PEHM3	TLE3 VE3 PEHM3	VE2 TLE3	VE2, VE3	PEHM1 VE2 TLE3	PEHM1	VE2	VE3 TLE3 PEHM3	
Non-sexual Ways to Show Affection	VE2	VE2					VE2		
Dating	VE2, TLE3 PEHM3	TLE3 PEHM3	TLE3	VE2 PEHM3	TLE3		VE2	TLE3 PEHM3	

Table 2. (Continuation)

Decision-making & Personal Choices	VE1, VE2 TLE3, PEHM4 VE2, TLE3	TLE3	TLE3	VE1, VE2 PEHM4 VE2	TLE3 TLE3	VE1	VE2	TLE3 TLE3 PEHM3	PEHM4
Marriage and Life Commitments	PEHM3, PEHM4	PEHM3 PEHM4	PEHM3 PEHM4	PEHM3 PEHM4	PEHM3			PEHM3	PEHM4
Responsible Parenting	TLE2., PEHM1 TLE3, PEHM4	TLE1 TLE3 PEHM4	TLE1 PEHM1 TLE3		TLE3 PEHM4 TLE3	TLE1 PEHM1		TLE3 PEHM4	PEHM4
Teenage Parenthood	VE3, TLE3	TLE3	TLE3	VE3	TLE3			VE3 TLE3	
Changing Relationships, Separation, Loss, Bereavement	TLE3, TLE3 PEHM3	TLE3	TLE3	PEHM3	TLE3			TLE3 PEHM3	
Engagement	VE2 TLE3 PEHM3	TLE3 PEHM3	TLE3 PEHM3	VE2	TLE3		VE2	TLE3 PEHM3	

VE—Values Education; PEHM—Physical Education, Health and Musica; TLE—Technology and Livelihood Education; 1—first year; 2—second year; 3—third year; 4—fourth year; A blank cell would mean that the topic is not taken up.

first year to third year students and PEHM for the third year and fourth year students.

Only the third year students (except from state university high school) are taught the TLE topic on *Courtship*. This is integrated in TLE3 and PEHM3.

The topic *Love, Infatuation and Intimacy* is taught in PEHM1 for first year national high school students, in VE2 for second year students (except in private-non-Catholic) and VE3, TLE3 and PEHM3 for third year students in all schools.

Only the second year students from private-non-Catholic school are taught *Non-sexual Ways to Show Affection*. This is integrated in VE2.

The topic *Dating* is taught in VE2 for second year state university high school students, and TLE3 and/or PEHM3 for third year students in all schools.

State university students from first year to fourth year are taught the topic on *Decision-making and Personal Choices* (in VE1, VE2, PEHM3 and PEHM4). In other schools, only TLE3 for third year students integrates this topic.

The topic *Marriage and Life Commitments* is not taught to TLE first year students in all schools. This is integrated in VE2 for second year students (only in state university high school), TLE3 and/or PEHM3, and PEHM4 for third year and fourth year students, respectively (in non-Catholic and state university high school).

The topic *Responsible Parenting* is not taught in state university high school, to second year students in all schools and to first year national high school students. This is integrated in TLE1 in private schools, PEHM1 in private-non-Catholic students, and TLE3 in private and national high schools and PEHM4 in private-non-Catholic and national high school.

TLE topics *Teenage Parenthood* and *Changing Relationships, Separation, Loss, Bereavement* are taught only to third year students in all schools. The first topic is integrated in TLE3 (private schools and national high school) and VE3 (state university high school). The second topic is integrated in TLE3 (private schools and national high school) and PEHM3 (state university high school).

The topic *Engagement* is integrated in VE2 in state university high school only, in PEHM3 in private schools and TLE3 in private schools and national high school.

Personal Skills

Table 3 shows the topics on *Personality Skills* integrated in high school subjects: Values Education (VE), Physical Education, Health and Music (PEHM), and Technology and Livelihood Education (TLE). Two topics under this core concept that are not taught are *Negotiating Relationships* and *Goal-Setting and Relationships*.

The topic *Values and Sexuality* is integrated in VE for first year and third year students, TLE2 and PEHM for first year, third year and fourth year students. This, however, is not true for all schools. Private schools do not offer this topic to first year students but only to second year (in TLE2 and VE2), third year students (in VE3 in private-non-Catholic only) and fourth year students (in PEHM4 in Catholic school only). The State university high schools only offers this topic to first year students in VE1 and national high schools offer this in VE1, VE2, TLE3, and PEHM3.

The topic *Self-Esteem and Relationship* is taught in private schools; in VE1 for first year Catholic students and in PEHM4 for fourth year non-Catholic students.

The topic *Decision-making in a Relationship* is taught to first year students only in Catholic school (in TLE1 and PEHM1)

Table 3. Topics on Personal Skills That Are Integrated in High School Subjects

Topics on Personal Skills	T Y P E O F S C H O O L				Y E A R L E V E L			
	Private		Public		1	2	3	4
	Non-Catholic	Catholic	State University	National				
Overall								
Values & Sexuality	VE1 PEHM1 TLE2, TLE3 VE3, PEHM3 PEHM4	TLE2 VE2 PEHM4	VE1	VE1 PEHM1 TLE2 TLE3 PEHM3	VE1 PEHM1	TLE2	VE3 PEHM3	PEHM4
Self Esteem and Relationship	VE1, PEHM4	PEHM4			VE1			PEHM4
Decision-making in a Relationship	TLE1 PEHM1 VE2, VE3 PEHM3 PEHM4	TLE1 PEHM1			TLE1 PEHM1	VE2	VE3 PEHM3	PEHM4
Communication in a Relationship	VE2 PEHM3 PEHM4					VE2	PEHM3	PEHM4
Assertiveness in Sexual Relationship	PEHM4	PEHM4						PEHM4
How to resist Pressure to Have Sexual Intercourse	PEHM4	PEHM4						PEHM4
Finding Help for Sexuality Problems	VE1 PEHM1 VE2				VE1 PEHM1	VE2		

VE—Values Education; PEHM—Physical Education, Health and Music; TLE—Technology and Livelihood Education; 1—first year; 2—second year; 3—third year; 4—fourth year; A blank cell would mean that the topic is not taken up.

and to second year students (in VE2), third year (in VE3 and PEHM3) and fourth year (in PEHM4) students in the State university high school.

The topic *Communication in a Relationship* is not taught to students in Catholic and national high school. It is taught to second year (in VE2) and third year students (in PEHM3) in non-Catholic schools and to third year (in PEHM3) and fourth year students (in PEHM4) in state university high school.

The topics *Assertiveness in Sexual Relationships* and *How to Resist Pressure to Have Sexual Intercourse* are only taught in PEHM4 to fourth year private-Catholic students. The topic *Finding Help for Sexuality Problems* is taught only to public school students, particularly to first year students (in VE1 and PEHM1) and second year students (in VE2).

Sexual Behavior

As shown in Table 4, only two topics on *Sexual Behavior* are taken up in high school. These are *Abstinence from Sex* and *Virginity*. The first topic is taken up by TLE third year (PEHM3 and TLE3) and fourth year (PEHM4 and TLE4) students in private-Catholic and national high school. The fourth year students from private-Catholic and national high school in PEHM4 and TLE4, respectively take up the second topic.

Sexual Health

The topics on *Sexual Health* are integrated in high school subjects. The topic *Contraception* is taken up by second year students in all schools in Bio2, and in PEHM2 for the second year national high school students. The private fourth year students have this topic in PEHM4. (Table 5).

The topic *Family Planning* is taught to third year students (in PEHM3 or TLE3) in all schools, and to second year (in

Table 4. Topics on Sexual Behavior That Are Integrated in High School Subjects

Topics on Sexual Behavior	Overall	TYPE OF SCHOOL			YEAR LEVEL				
		Private Sectarian		Public		1	2	3	4
		Non-Catholic	Catholic	State University	National				
Abstinence from Sex	PEHM3, PEHM4 TLE3		PEHM3 PEHM4		TLE3 TLE4			PEHM3 TLE3	PEHM4 TLE4
Virginity	PEHM4 TLE4		PEHM4		TLE4				PEHM TLE4

PEHM—Physical Education, Health and Music; TLE—Technology and Livelihood Education; 3—third year; 4—fourth year; A blank cell would mean that the topic is not taken up.

Table 5. Topics on Sexual Health That Are Integrated in High School Subjects

Topics on Sexual Health	Overall	TYPE OF SCHOOL				YEAR LEVEL			
		Private		Public		1	2	3	4
		Non-Catholic	Catholic	State University	National				
Contraception	Bio2, PEHM2 PEHM4	Bio2 PEHM4	Bio2 PEHM4	Bio2 PEHM2	Bio2 PEHM2	Bio2 PEHM2			PEHM4
Family Planning	PEHM2 PEHM3, TLE3 VE4, PEHM4	PEHM3	PEHM2 PEHM3 PEHM4	PEHM3 TLE3 VE4 PEHM4	PEHM2 TLE3 VE4 PEHM4	PEHM2	PEHM3 TLE3		VE4 PEHM4
Abortion	Bio2, PEHM4	Bio2	Bio2 PEHM4	Bio2	Bio2	Bio2			PEHM4
Sexuality transmitted disease (HIV/AIDS)	PEHM1, Bio2 TLE3, TLE3 PEHM3, PEHM4	Bio2 TLE3 PEHM3	PEHM1 Bio2, TLE3 PEHM3 PEHM4	Bio2	Bio2	Bio2	TLE3 TLE3 PEHM3		PEHM4
Reproductive health rights	PEHM2 PEHM3, TLE3 PEHM4	TLE3 PEHM3 PEHM4	PEHM2 TLE3	PEHM2	PEHM2	PEHM2	PEHM3 TLE3		PEHM4

VE—Values Education; PEHM—Physical Education, Health and Musics; TLE—Technology and Livelihood Education; 1—first year; 2—second year; 3—third year; 4—fourth year; A blank cell would mean that the topic is not taken up.

PEHM2) and fourth year students (in VE4 ad PEHM4) in the non-Catholic and national high school.

The topic *Abortion* is taken up by second year students in all schools in Bio2. Fourth year students in the Catholic school also take this up in PEHM4.

All year levels take up the topic *Sexually Transmitted Diseases and HIV/AIDS* from different subjects. However, this is only true for the first year students from the Catholic school (PEHM1), second year students in all schools (Bio2), third year private students (PEHM3 and TLE3), and fourth year Catholic students (in PEHM4).

Only the State university high school does not take up *Reproductive Health Rights*. This is taught to second year students (in PEHM2) in the Catholic and national high school and to third year students (in TLE3 or PEHM3) and fourth year students (in PEHM4) in the non-Catholic school.

Sexuality and Culture

The topics on *Sexuality and Culture* are integrated in high school subjects such as Values Education (VE), Physical Education, Health and Music (PEHM), and Technology and Livelihood Education (TLE). (See Table 6).

Only the Catholic school teaches the topic *Sexuality and Society* to first year (in PEHM1) and third year (in PEHM3) students.

The topic *Gender Roles* is not taught in the national high school and to second year and third year students. It is taught to first year (VE1 and TLE1) and fourth year (in PEHM4) in private schools and to first year students (in VE1) in the State university high school.

The topic *Sexual Stereotyping* is only taught to second year students (in VE2) in Catholic school.

Table 6. Topics on Sexuality and Culture That Are Integrated in High School Subjects

Topics on Sexual Health Sexuality and Society	Overall	TYPE OF SCHOOL			YEAR LEVEL			
		Private Sectorian		Public	1	2	3	4
		Non-Catholic	Catholic					
	PEHM1 PEHM3		PEHM1 PEHM3		PEHM1		PEHM3	
Gender Roles	TLE1, VE1 PEHM4	TLE1 VE1 PEHM4	TLE1 PEHM4	VE1	TLE1 VE1			PEHM4
Sexual stereotyping	VE2		VE2			VE2		
Religious, Cultural Views, Moral Values and attitudes on Sexuality	VE1 PEHM1 PEHM4	VE1	PEHM1		VE1 PEHM1			PEHM4
Sexuality & Media Law	VE2, VE3 TLE1	VE3 TLE1				VE2	VE3	

VE—Values Education; PEHM—Physical Education, Health and Music; TLE—Technology and Livelihood Education; 1—first year; 2—second year; 3—third year; 4—fourth year; A blank cell would mean that the topic is not taken up.

The topic *Religious, Cultural Views, Moral Values, and Attitudes on Sexuality* are taken up by first year private school students in VE1 or PEHM1, and by the fourth year national high school students in PEHM4.

The topic *Sexuality and the Media* is taught to second year national high school students (VE2) and to third year (VE3) students in non-Catholic students. The topic *Law* is taught (in TLE1) to first year private school students only.

Core Messages of Sexuality Topics That Are Integrated in High School Subjects

The core messages were extracted from the reference materials provided by the teachers.

Core Messages of Sexuality Topics Integrated In First Year High School Courses

Human Development. For the topic *Adolescence and Puberty*, the theme is about the changes that accompany adolescence or puberty and factors that affect growth and development. Bodily growth and change during puberty is the theme for *Body Image*; while the differences in meanings of terms, “sex” and “sexuality” are the brought up in *Human Sexuality*.

Relationships. The private schools share the same core messages on the topic on *Family*. The core messages are varied but they center around the cultivation of happy, cooperative families where love, understanding and a sense of responsibility among the members are present. These messages are complemented by those in *Responsible Parenthood* which emphasize the responsibility of parents to provide for the needs of their children and for an environment that will help them develop physically, socially, mentally and spiritually. Topics on *Decision Making and Personal*

Choice in a Relationship, (which convey personal decisions in life), *Love, Infatuation and Intimacy* (which focus on adolescents experiencing crushes and infatuation) and *Friendship/Preparation for Marriage* are solely covered in the public high school.

Personal Skills. The core messages have little commonalities. For instance, in *Sexuality and Values*, the national high school touches on nurturance of ability to control of sexual emotion in order to maintain purity and honor, and the basis of morality of sexuality on values and ethical principles. On the other hand, the state university relays messages on being responsible and one's own values, and respect for sexuality. Making responsible decision in the context of a relationship is emphasized among Catholic students in the topics *Decision Making in a Relationship*. Public school students are taught to seek advice and guidance from parents or other mature and responsible people when they are confronted with sexual problems.

Sexuality and Culture. The core messages on *Gender Roles*, although recognizing the emergence of the phenomenon of working mothers or the changing roles of mothers and fathers, still note the traditional roles of the father and the mother. As the head of the family, the father is expected to be its breadwinner, while the mother must be responsible for housekeeping activities, child care, planning of meals, budgeting and providing of love and attention to family members.

Core Messages of Sexuality Topics Integrated in Second Year High School Courses

Human Development. The core messages of all topics are essentially on the differences between male and female reproductive systems, growth and changes during puberty and influencing factors, nature of menstruation, meaning of reproduction and what happens during fertilization.

Relationships. The core messages for the most commonly taken up topic, *Families*, revolves on the ways of promoting a wholesome family relationship. The core message for *Marriage and Life Commitments* involves the things people should prepare for in marriage and marriage as a social and moral issue. The core messages for other topics are familiar. For instance, *Courtship* is the way of showing affection towards the other and a venue for boy and girl to form a solid foundation in preparation for a truly loving and enriching relationship. *Intimacy* is more than physical closeness, while there are many *Nonsexual Ways to Show Affection* for another person.

Personal Skills. Covered in three schools (all private sectarian and national high schools) in TLE2 and/or VE 2, the core messages commonly touch on the nature of values and call for the cultivation of desirable personal values. *Communication and Relationships* is discussed in private sectarian schools in VE 2. Communication here is presented as a crucial factor in developing healthy relationships, a big reason for people to cultivate their ability to communicate. Another important message is the recognition that people have difficulty and inhibitions in communicating about sex.

Sexual Health. The core messages on *Contraception* tackle contraception and its types. For *STDs* (as covered in Biology 2), core messages boil down to the nature of these diseases especially their biological causes. For *Abortion*, definition is provided, and in some schools, especially in national high school, the risks when it is resorted to, are conveyed.

Sexuality and Culture. In the topic *Sexual Stereotyping* the core message recognizes the existence of stereotypical concepts about being man or woman but cautions people to examine whether these are healthy to adopt. *Sexuality and the Media* is covered in the national high school in VE 2. Its core message

points out that media is one of the environmental factors that significantly affect the personality, mind, feelings, language and behavior of the adolescent.

Core Messages of Sexuality Topics Integrated in Third Year High School Courses

Human Development. Like in the previous year level, the core messages on *Adolescence and Puberty* and *Body Image* focus on some common aspects of change: physical, social and mental. *Menstruation* as expected has core messages that mainly describe menstruation in terms of its timing of occurrence during adolescence and its implication on womanhood. These messages are complemented by the topic, *Reproduction*, which essentially provides messages on pregnancy and fertilization. It is noticeable that *Reproductive Anatomy* and *Human Sexuality* are less covered in the courses. This is so likely because they have been covered in the previous year.

Relationships. The core messages on *Relationships* are varied. Discussed in *Families* are the importance of a family as a social institution, some conditions for a strong family and nature of a family including its types and functions. It is noticeable that the orientation of the family in the messages is nuclear. For *Love, Infatuation and Intimacy*, the nature of love is understood essentially for the purpose of differentiating between real love and mere infatuation or crush. The importance of intimacy in a relationship is also introduced. As to *Dating*, the significance of dating in a person's life and norms and risks or pitfalls in dating are taken up. Courtship is presented as a step towards engagement. Its purpose, stages and patterns are highlighted. Engagement is introduced as the last phase of mate selection. Focused in *Marriage and Life Commitments* are the conditions for successful marriage and some common problems in married

life. These messages are matched with those on *Responsible Parenting* which center on the necessary conditions for responsible parenting. The form of parenthood, teenage parenthood, appears to be discouraged however as its messages are mostly on its disadvantages. For *Decision-making and Personal Choice about Relationships*, the factors to be considered in choosing a partner are expressed. Finally, conveyed in *Changing Relationships, Separation, Loss and Bereavement* are some conditions for success in marriage or sources of marital problems, effects of marital separation and some measures on how to deal with problems of separation.

Personal Skills. The core messages on *Personal Skills*, are on the topics, *Values and Sexuality, Decision-making in a Relationship* and *Communication in a Relationship*. *Values and Sexuality* is taken up in two schools: the private-non-Catholic high school and the national high school. In the private-non-catholic school, sex is viewed as sacred and should be only engaged within the context of marriage. Responsible sex is also emphasized. In the national high school, equal treatment of people regardless of sexual orientation is promoted. Also, the irrelevance of being able to bear a child to being a man or a woman is discussed. The other topics are covered in the state university high school in VE 3 and PEHM 3. The importance of trusting one's ability in making decisions, the implications of decisions to personal growth and the necessity of open and regular communication in married life are the essential messages conveyed.

Sexual Health. The core messages on *Reproductive Health and Rights* center on ensuring health and well-being of the mother and child during pregnancy and birth. As expected, the messages on *STDs/HIV-AIDS* tackle the types of STDs, how they are transmitted and how they can be prevented. In *Family Planning*, there is a slight difference in emphasis in the core messages. The

private sectarian school focuses on the link between problems attending population growth and family planning and the role of government in family planning. The national high school, on the other hand, presents the meaning of family planning, rights of the couple as to choice of family planning method to be used and advantages of the family planning to a couple.

Sexual Behavior. This is taken up in the private sectarian non-Catholic high school and national high school in PEHM3. The core message promotes abstinence from sex outside marriage in sexuality education.

Sexuality and Culture. This is covered only in private sectarian schools. The topics discussed on this core concept are Sexuality and the Media and Sexuality and Society. The core messages are on the role of media in shaping attitudes and behaviors and implications of the beliefs and cultural practices of families on population growth in society.

Core Messages of Sexuality Topics Integrated in Fourth Year High School Courses

Human Development covers only *Reproduction*. So far, only the private sectarian high schools take up this topic in fourth year. The core messages on reproduction relate to conception, fetal development, birth, infertility and reasons for having children.

Relationships. Although the topics on this core concept are varied, only one of these is taken up in the majority of the schools and this is *Families*. Its core messages focus on the different aspects of the family variable like function of family, family problems and family qualities. The other commonly covered topics between some schools are *Marriage and Life Commitments*, and *Responsible Parenting*. Their core messages highlight the meanings of marriage and parenthood, and the obligations and responsibilities they

entail. It is noticeable that the public high schools cover more topics on relationships compared to private sectarian high schools.

Personal Skills. The topics on *Personal Skills* are taken up only in the private sectarian Catholic high school and in the state university. The core messages in the Catholic high school generally inculcate in students the abstinence-only perspective in sexuality education. Highlighted in *Value and Sexuality* is the value of sex after marriage. This is reinforced by the teachings in *Assertiveness in a Sexual Relationship* and *How to Resist Peer Pressure to Have Sexual Intercourse* which admonish students to say “no” to sex. How self-esteem can be influenced by parental behavior is conveyed in *Self-esteem and Relationships*. In the state university, on the other hand, the core messages focus on decision making and communication. Emphasized are the importance of early decisions in life to later growth and development and the centrality of communication in human relations.

Sexual Behavior covers only one topic, *Abstinence from Sex*. Unlike in the other high schools, this topic is taught only in the Catholic high school and in the state university to fourth year students. Its core messages essentially promote non-indulgence in sex for unmarried people especially adolescents, essentially as a measure against unwanted pregnancy.

Sexual Health topics include *Contraception, Family Planning, Reproductive Health and Rights, Abortion* and *Sexually Transmitted Diseases*. Among these topics, *Contraception* and *Family Planning* are covered in three schools, but mostly in private sectarian. The core messages on these topics relate to the definitions of the said terms, and promote knowledge and practice of contraception and family planning. The other topics are discussed only in one school. It is interesting to note that the myths about birth control and the position of the Catholic Church on birth control are taken up only in the private sectarian Catholic high school.

Sexuality and Culture covers also only one topic, *Gender Roles*. Again, taken up only in private sectarian schools, the core messages convey the changing roles assumed by the fathers and mothers in the contemporary time.

Strategies Employed by Teachers in Teaching Sexuality Topics

The teachers were asked to identify from a list provided in the questionnaire the strategies they use in teaching specific sexuality topics for each of the six core concepts considered in the study. The list includes conducting a lecture, holding group discussion, reporting, role-playing, use of music, drawing/painting, film showing, use of visual aids, assigning a project, and class demonstration. The teachers were also asked to identify other strategies they use that are not in the list.

This section presents the reported teaching strategies employed by the teachers in teaching sexuality topics for each of the core concept considered in the study.

Human Development

The reported strategies used in teaching the topics on *Human Development* vary by topic. No strategy is employed by at least half of the teachers in teaching a specific topic. Although conducting a lecture is used in teaching all the topics, not half of the teachers have used this in one topic. The highest percentage of teachers using lecture is 40.74 in teaching *Adolescence and Puberty*. Group discussion is also employed in teaching human development topics except in the topic *Sexual Identity and Orientation*. Other reported teaching strategies include reporting, role-playing, film showing, use of visual aids, assigning a project, and class demonstration.

The teachers have shown more versatility in the use of strategies in teaching the topics *Reproductive Anatomy and Physiology, Adolescence and Puberty, Reproduction*. In contrast, the topics *Human Sexuality* and *Body Image* are taught through lectures only.

Relationships

The reported strategies used in teaching the topics on *Relationships* vary by topic. Conducting lectures and holding group discussions are reported in all topics but not half of the teachers have used them in one topic. For instance, the highest number of teachers using lecture and group discussion is only three and two out of the ten teachers, respectively. This is in teaching *Families*. One to four teachers used reporting by the students except in *Friendship/Preparation for Marriage*. One to three teachers used role-playing except in *Changing Relationships* and *Engagement*. The topic on *Families* is the sole topic taught by means of assigning projects. Likewise, only one teacher uses drawing for *Responsible Parenting*.

Personal Skills

Only five strategies are used in teaching the topics on *Personal Skills*. These include: conducting a lecture, holding group discussions, reporting, role-playing, and playing music. *Conducting* a lecture is again common for most topics. Among the topics, however, *Values and Sexuality* has the most number (48.15%) of teachers conducting a lecture. Group discussion is used in teaching *Values and Sexuality, Decision-making in a Relationship, Communication in a Relationship*, and *Finding Help for Sexuality Problems*. Reporting is used in teaching *Values and Sexuality*, and *Self-Esteem and Relationship*. Role-playing and the use of music are used in teaching *Communication in a Relationship*.

Sexual Behavior

Only *Abstinence from Sex* and *Virginity* are the topics on *Sexual Behavior* that were covered by the teachers. Conducting lectures and holding group discussions are used in teaching these topics.

Sexual Health

The strategies employed in teaching *Sexual Health* topics include conducting lectures, holding group discussions, reporting, use of visual aids and assigning a project. Again, conducting a lecture is common to all topics. However, the highest number of teachers using lecture is one of every four teachers. This is in teaching *Family Planning*. Only one teacher (3.7%) reports holding group discussion in teaching *Contraception* and *Abortion*. One teacher (3.7%) also uses reporting to teach *Contraception*, *Family Planning*, and *Sexually Transmitted Disease and HIV/AIDS*. Obviously, teachers displayed versatility in the use of different strategies to teach *Contraception*.

Sexuality and Culture

The strategies employed in teaching *Sexual Health* topics include conducting lectures, holding group discussions, reporting, role-playing, film showing and the use of visual aids. From among these strategies, conducting a lecture is common to all topics on *Sexual Health* reportedly taken up. One teacher (3.7%) holds a group discussion in teaching *Gender Roles*, *Sexual Stereotyping*, and *Sexuality and the Media*. One teacher uses reporting by the students in teaching *Sexuality and the Media*. One teacher uses role-playing, film showing and visual aids in teaching *Gender Roles*.

Perception of the Students

The students were asked to evaluate the 47 sexuality topics considered in the study using the indicators of relevance, appropriate to their age, and if the topic is interesting. The answers to every indicator fall in five categories: “highly,” “moderately,” “slightly,” “not at all,” and “no idea”. The mean score was determined, without including the “no idea” response, using equivalent scores: 1—highly, 2—moderately, 3—slightly, and 4—not at all. The lower the value, the more relevant, appropriate or interesting is a sexuality topic. The overall mean scores and the mean score by sex, school, and year level of the respondent were determined.

The students were also asked to report if the topics are taken up in school and if they recommend that the topic should be taken up. The overall percentage of students for each question was determined also by their sex, school, and year level.

This section presents the perception of the students (with idea on the sexuality topic) on the relevance and appropriateness of each of the 47 Sexuality topic considered in this study and they found them interesting. The percentage of students reporting that the topics are taken up and the percentage recommending that the topic should be taken up are also presented. The presentation proceeds by sex, type of school and year level of the students.

Human Development

Human Development topics include *Reproductive Anatomy and Physiology, Menstruation, Reproduction, Puberty, Body image, Sexual Identity, and Human Sexuality*.

In terms of the overall mean score for being relevant, appropriate and interesting, the students find only Puberty to be highly relevant (1.23), highly appropriate (1.23), and

moderately interesting (1.54). The students find the rest of the topics moderately relevant, appropriate and interesting, with the scores between 1.5 and 2.33.

Almost all students report that the topics *Menstruation* (88.57%), *Reproduction* (91.43%), and *Puberty* (94.29%) are taken up in class. For other topics, less than 80% report that they are taken up in class: *Reproductive Anatomy and Physiology* (77.14), *Body Image* (60.60), *Sexual Identity* (57.14), and *Human Sexuality* (54.29). Almost all (>80%) students recommend that the topics, except for *Body Image* (60.01%), should be taken up.

Reproductive Anatomy and Physiology. Overall, the students find this topic moderately relevant (1.76), moderately appropriate (1.76), and moderately interesting (1.82). About 77 % of the students report that this is taken up in school, while about 97 % recommend that it should be taken up.

Male and female students find this topic moderately relevant (1.87 and 1.67, respectively), moderately appropriate (1.93 and 1.83, respectively), and moderately interesting (1.60 and 2.00, respectively). Most (>70%) male and female students report that this topic is taken up in school and a higher percentage (>88% of both sexes) recommend that the topic should be taken up.

Menstruation. Overall, the students find this topic moderately relevant (1.97), appropriate (1.79), and interesting (2.33). The percentage of the students reporting taking this topic up in class is more than the percentage recommending that it should be taken up (88.57 vs. 82.86).

As expected, female students find this topic highly relevant (1.28), highly appropriate (1.22), but moderately interesting (1.89). The male students find this topic slightly relevant (2.80), slightly interesting (2.87), and moderately appropriate (2.47). As expected also, all females report taking this topic up in class

and recommend that it should be taken up, while only about 73% and 65%, respectively, of the males say so.

Reproduction. Overall, the students find this topic moderate in relevance (1.63) and appropriateness (1.80), and find it interesting (1.83). This is one of the popular topics in human development, with 91.43% of the students reporting this topic to be taken up in class and recommended by 97.14% of them.

The males find this topic highly relevant (1.47), moderately appropriate (1.65) and moderately interesting (1.94). Females find this topic moderate in the three indicators (mean score range: 1.72-1.94). All male students recommend that the topic should be taken up, while 94.44 % of the female students say so.

Puberty, This topic is highly relevant (1.23), highly appropriate (1.23) but moderately interesting (1.53) according to the students. As one of the popular topics, the same percentage (94.29) report and recommend that this topic should be taken up.

According to the male students, this topic is highly relevant, highly appropriate, and moderately interesting (with mean scores 1.41, 1.35, and 1.65, respectively). Female students, on the other hand, find this topic high in relevance and appropriateness and also interesting (1.06, 1.11, and 1.44, respectively). All female students and the same percentage (88.24) of the male students report taking this topic up in class and recommend this topic to be taken.

Body image. Overall, the students find this topic moderate in relevance (1.88) and appropriateness (1.85), and also find it interesting (1.78). Only six out of ten students report taking this topic up in class and recommend this topic should be taken up.

The perception of female and male students differs only with regard to the appropriateness of the topic, with the females finding this to be highly appropriate (1.5). In terms of relevance

and appeal to interest, the female and the male students find this topic moderate (1.59 and 1.56, respectively vs. 2.18, and 1.81 respectively).

This topic is known more to the females than to the males. Only about 35% among males, while 83% among females report that this topic is taken up. As expected more females (88.89%) recommend that this topic should be taken up, while only about 59% of the males say so.

Sexual identity. Overall, the students find this topic moderate in relevance (1.88), and appropriateness (1.85), and also interesting (1.78). Only six out of ten students report taking up this topic and recommend that it should be taken up.

Except for the appropriateness indicator that the females find to be high (1.39), all the responses of both the male and the female students fall in the moderate category. The percentage of male and female students recommending that the topic should be taken up is greater than the percentage that report having taken the topic up in school. More of the females recommend that the topic should be taken up (88.89% vs. 76.47%).

Human sexuality. Overall, the students find this topic moderately relevant, (1.73), appropriate (1.67), and interesting (1.85). About 54% of the students report taking this topic up in class, while about 86% recommend this topic to be taken up.

Except for the appropriateness indicator that female students find the topic to be high (1.39), all responses of both the male and female students fall in the moderate category. The difference between the percentage recommending that the topic should be taken up and the percentage reporting taking the topic up in class is almost 45% for male students (82.35) and 30% for female students (88.89%).

Personal Skills

The specific topics on personal skills considered include values and sexuality, self-esteem and relationship, goal-setting and relationship, decision-making in a relationship, communication in a relationship, assertiveness in a sexual relationship, how to resist peer pressure to have sexual intercourse, negotiating relationship, and finding help for sexuality problems.

Based on the overall mean score, the topic values and sexuality is the most relevant (1.46) and appropriate. The topic how to resist peer pressure to have sexual intercourse, however, is the most interesting (1.56). The topic assertiveness in a sexual relationship is least relevant (2.38), appropriate (2.47) and interesting (2.30). Almost all students recommend that all topics should be taken up.

Topics with less than half of the students reporting that they are taken up in the class include assertiveness in a sexual relationship (34.29%), how to resist sexual pressure to have sexual intercourse (40%), and finding help for sexuality problems (28.57%). Other topics are reported by 50–66% of the respondents.

Only the topic values and sexuality is recommended by more than 90% of the students, while the rest are recommended by 71%–83% of the students.

Values and Sexuality. Overall, students find this topic highly interesting (1.46), moderately appropriate (1.57), and moderately interesting (1.63).

Females find the topic highly relevant (1.39), highly interesting (1.50), and moderately appropriate (1.61). Males find the topic moderate in the three indicators (1.53, 1.53, and 1.76, respectively). More than half of the male and female students report taking the subject up in class. Almost all (94.44%) of the females recommend that the topic should be taken up, while 83.33 % of the males say so.

Self-esteem and Relationship. Overall, the students find this topic moderately relevant (1.71), appropriate (1.59), and interesting (1.59). About 60% of the students report taking this topic up in class and about 83% recommend that it should be taken up.

Female students find this topic highly relevant (1.24), highly appropriate (1.41), and highly interesting (1.35). Male students find this topic highly appropriate but moderately relevant and moderately interesting (1.50, 2.18, and 1.82, respectively). This topic is more popular with female students, with 88.88% of them had taken this topic up in class and recommending that the topic should be taken up. Less than half of the males report (29.41%) taking this topic up in class and only 37.14 % recommend that it should be taken up.

Goal-setting and Relationship. Overall, the students find this topic moderately relevant (1.58), appropriate (1.67), and interesting (1.65). This topic is taken up in class according to about 66% of the students and 80% recommend that it should be taken up.

Female students find this topic highly relevant (1.41), highly interesting (1.41), but only moderately appropriate (1.65). Male students find this topic moderate in the three indicators (1.75, 1.69 and 1.88, respectively). More females report (72.22% vs. 58.58%) and recommend (83.33% vs. 76.47%) this topic.

Decision-making in a Relationship. Overall, the students find this topic moderately relevant (1.59), appropriate (1.79), interesting (1.65). This topic is taken up in class according to about 60 % of the students and about 83 % recommend that it should be taken up.

Female students find the topic highly relevant (1.35) and interesting (1.41), while the male students find this topic moderate in the three indicators. Less than half of the male

(41.18%) and female (40%) students report having taken up this topic. While almost all (82.55 %) males recommend for this topic to be taken up, only about 43% of the females agree.

Communication in a Relationship. Overall, the students find this topic moderate in relevance (1.71), and appropriateness (1.76), as well as interesting (1.70). This topic is taken up in class according to about 51% of the students and about 83 % recommend that it should be taken up.

Female students find this topic highly relevant (1.29), highly interesting (1.41), and moderately appropriate (1.59). Males find this topic moderate in the three indicators (2.12, 1.94 and 1.94, respectively). More females report (66.67% vs. 35.29%) this topic being taken up in class and recommend (88.89% vs. 76.56%) that this topic should be taken up.

Assertiveness in a Sexual Relationship. Overall, the students find this topic slightly relevant (2.38), slightly appropriate (2.47), and slightly interesting (2.30). Only three out of every ten students, report having taken this topic up in class, while seven of every ten students, recommend this topic to be taken up.

Female students find this topic moderate in the three indicators (2.18, 2.44, and 2.13, respectively). Male students find this slightly relevant (3.17) but moderately appropriate (2.50) and moderately interesting (2.47). Only about 35% of the male and female students report taking this topic up in class, while greater than 70% of each sex group recommends this topic.

How to Resist Peer Pressure to Have Sexual Intercourse. Overall, the students find this topic moderately relevant (2.03), appropriate (1.70), and interesting (1.56). Only four out of every ten students report having taken this topic up in class, while, eight of every ten students recommend this topic to be taken up.

Female students find this topic more relevant, appropriate and interesting than the male students. Female students find

this topic highly interesting (1.47) but moderately relevant (1.70) and appropriate (1.65). Only about 17% of the male students report taking this topic up in class, but almost all of them recommend that this topic should be taken up. About 83% of the females recommend that this topic should be taken up.

Negotiating Relationships. Overall, the students find this topic moderately relevant (1.94), appropriate (2.09), and interesting (1.88). Only five out of every ten students report having taken this topic up in class, while eight of every ten recommend this topic to be taken up.

Female students find this topic more relevant, appropriate and interesting than the male students (1.59, 1.75, and 1.65 vs. 2.14, 2.44, and 2.12, respectively). Only about 29% of the male students report this topic taken up in class but almost all (82.35%) of them recommend that this topic should be taken up. About 78% of the females recommend that this topic should be taken up.

Finding Help for Sexuality Problems. Overall, the students find this topic moderately relevant (2.00), appropriate (1.94), and in interesting (1.94). Only three out of every ten students report having taken this topic up in class, while eight of every ten recommend this topic to be taken up.

Female students post lower scores than the males, but all their scores fall in the moderate category. Only about 18% of the males report having taken this topic up in class, while half of the females say so. A higher percentage of the males (82.35) relative to females (77.78) recommend that this topic should be taken up.

Relationships

Specific topics under *Relationships* include families, friendship/preparation for marriage, courtship, love, infatuation

and intimacy, non-sexual ways to show love, dating, decision-making and personal choice about relationships, marriage and life commitments, responsible parenting, teenage parenthood, changing relationships, separation, loss and bereavement and engagement.

In terms of the overall mean score, students find the topic families highly relevant (1.03), appropriate, (1.31) and interesting (1.34). They find the topic courtship (1.45) and love/infatuation and intimacy (1.41) highly interesting. They find the topics marriage and life commitments (2.58), responsible parenting (2.68), engagement (2.82), and changing relationships, separation, loss and bereavement (2.59) slightly appropriate. The latter is likewise found to be slightly relevant (2.59).

Less than half of the students report having taken up in class. The topics on teenage parenthood, changing relationships, separation, loss, bereavement, and engagement. On the other hand, the most popular topic is families (94.29%).

Families. Overall, the students find this topic highly relevant (1.03), highly appropriate (1.31), and highly interesting (1.34). Almost all report having taken this topic up in class and recommend this topic.

The same pattern is seen when the students are classified by sex. Both the female and the male students, find this topic highly relevant, highly appropriate and highly interesting (1.28, 1.28, and 1.29 and 1.18, 1.35, and 1.47, respectively).

Friendship/Preparation for Marriage. Overall, the students find this topic moderately relevant (1.71), appropriate (2.00), and interesting (1.63). Seven out of every ten students report having taken this topic up in class, while eight of every ten recommend this topic to be taken up.

Female students find this highly relevant (1.50) and highly interesting (1.33). Males find this topic moderate in the three

indicators. The same percentage (88.89%) of female students report taking this topic up in class and recommend that this topic should be taken up. Also, almost all male students (82.35%) recommend that this topic should be taken up.

Courtship. Overall, the students find this topic moderately relevant (1.71), moderately appropriate (2.00), and highly interesting (1.45). Six out of every ten students report having taken this topic up in class, while eight of every ten recommend this topic to be taken up.

Female students find this topic highly interesting (1.24) but moderate in relevance (1.88) and appropriateness (2.13). Scores of male students fall in the moderate category. More females (88.89% vs. 76.47%) recommend that this topic should be taken up.

Love, Infatuation and Intimacy. Overall, the students find this topic moderately relevant (1.64), moderately appropriate (1.67), and highly interesting (1.41). About seven out of every ten students report having taken this topic up in class, while about nine of every ten, recommend this topic to be taken up.

Female students find this topic highly interesting (1.47) but moderate in relevance (1.59) and appropriateness (1.65). Scores of male students fall in the moderate category. More females (94.44% vs. 82.35%) recommend that this topic should be taken up.

Non-sexual Ways to Show Love. Overall, the students find this topic highly relevant (1.36), moderately appropriate (1.71), and moderately interesting (1.41). About five out of every ten students report having taken this topic up in class, while about eight of every ten, recommend this topic to be taken up.

Female students find this topic highly relevant (1.22), highly appropriate (1.44) and highly interesting (1.50). Scores of males fall in the moderate category. More females (88.89% vs. 76.47%) recommend that this topic should be taken up.

Dating. Overall, the students find this topic moderate in relevance (1.91) and appropriateness (1.97), as well as interesting (1.56). Six out of every ten students report having taken this topic up in class, while eight of every ten recommend this topic to be taken up.

Male students find this topic more relevant and appropriate than the female students. Females, though, find this topic highly interesting (1.47). Most (>75%) female students and males recommend that this topic should be taken up.

Decision-making and Personal Choice about Relationships. Overall, the students find this topic moderately relevant (1.59), appropriate (1.64), and interesting (1.62). Unexpectedly, a lower percentage of students recommend this topic to be taken up, relative to the percentage that report taking this topic up in class (71.43 vs. 54.29).

Female students find this topic highly relevant (1.25), highly appropriate (1.29), and highly interesting (1.47). Scores of male students fall in the moderate category. For both sexes, the percentage of students recommending this topic is lower relative to the percentage reporting the topic to be taken up in class. More females (94.44% vs. 70.59%) recommend that this topic should be taken up.

Marriage and Life Commitments. Overall, the students find this topic moderately relevant (2.26), slightly appropriate (2.58), and moderately interesting (2.03). Half of the students report having taken this topic up in class, while about 80% of them, recommend this topic to be taken up.

Female students find this topic more relevant, appropriate and interesting than the males. Males find this topic slightly relevant (1.59) and slightly appropriate (2.69) but moderately interesting (2.25). More females (88.89% vs. 70.59%) recommend that this topic should be taken up.

Responsible Parenting. Overall, the students find this topic moderately relevant (1.82), slightly appropriate (2.68), and moderately interesting (2.11). About 54% of the students report having taken this topic up in class, while about 85% of them, recommend this topic to be taken up.

Female students find this topic moderate in the three indicators. Male students find this slightly appropriate (3.06). More females (94.44% vs. 70.59%) recommend that this topic should be taken up.

Teenage Parenthood. Overall, the students find this topic moderately relevant (2.32), moderately appropriate (2.50), and moderately interesting (2.17). About 48% of the students report having taken this topic up in class, while about 77% of them, recommend this topic to be taken up.

Scores given by both female and male students for this topic are below 2.00 but less than 2.51, qualifying this in the moderate category. About 36% of the male, and 62% of the female students, report taking this topic up in schools. Almost all of them (70.59% and 77.78%, respectively) recommend that this topic should be taken up.

Changing Relationships, Separation, Loss and Engagement. Overall, the students find this topic slightly relevant (2.59), slightly appropriate (2.59), and moderately interesting (2.31). Three out of ten students report having taken this topic up in class, while about 74% of them, recommend this topic to be taken up.

Female students find this topic moderate in the three indicators (2.50, 2.31 and 1.80). Males find this topic slightly relevant (2.69), appropriate (2.88) and interesting (2.76). Only about 18% of the male and 44% of the female students report having taken this topic up in school but majority (>70%) of both sexes recommend that this topic should be taken up.

Engagement. Overall, the students find this topic moderately relevant (2.38), slightly appropriate (2.82), and moderately interesting (2.14). Half of the students report having taken this topic up in class, while about 80% of them recommend this topic to be taken up.

Both the male (2.94) and the female (2.71) students find this topic slightly appropriate. Their scores in the relevance and interesting indicators fall in the moderate category. Less than half of the number of both sexes report that this topic is taken up in school and majority (>70%) recommend that this should be taken up.

Sexual Behavior

The specific topics on *Sexual Behavior* include *active sex life throughout life, wet dreams, lovemaking, abstinence from sex, human sexual response, sexual fantasy, and virginity*.

Except for the topic *virginity* that the students find moderately relevant, all other topics are slightly relevant according to the students. The topics that they find moderately appropriate include *wet dreams, lovemaking, and virginity*. Other topics are considered slightly appropriate. All topics are considered moderately interesting.

Except for *virginity*, less than half of the students report having taken the topics up in school. The topic least reported having been taken up in class (14.29%) is *active sex life throughout life*. The topic least recommended is *sexual fantasy* (22.86%) and the topic most recommended (94.29) is *virginity*. Majority of the students recommend the rest of the topics to be taken up.

Active Sex Life Throughout Life. Overall, the students find this topic slightly relevant (2.94), slightly appropriate (2.87) and moderately interesting (2.18). Only 14.29% report it is taken up in class and 54.14% recommend that it should be taken up.

Both the male and female students find this topic slightly relevant (2.81 and 3.06, respectively) slightly appropriate (2.81 and 2.93, respectively) but moderately interesting (2.06 and 2.31, respectively). More males (70.59% vs. 44.44%) recommend that this topic should be taken up.

Wet Dreams. Overall, the students find this topic slightly relevant (2.63), moderately appropriate (2.29), and moderately interesting (2.06). Only 40% of the students report taking up the topic and only 60% recommend it.

Female students find this topic slightly relevant, appropriate and interesting, while the male students find the topic moderate in the three indicators.

Lovemaking. Overall, the students find this topic slightly relevant (2.77), moderately appropriate (2.45), and moderately interesting (1.94). Only 40% of the students report taking this topic up in class and about 69% recommend that this topic should be taken up.

Both male and female students find the topic slightly relevant (2.67 and 2.88, respectively). Female students also find this topic less appropriate than the male students do. Both find the topic moderately interesting. Less than half of the male and female students report not taking this topic up, and majority of them recommend this topic.

Abstinence from Sex. Overall, the students find this topic moderate in the three indicators. About 37% report taking this topic up in class and most (77.14%) recommend this topic to be taken up.

All scores of the male and female students fall in the moderate category, except that the females find this topic slightly appropriate. More females than males recommend this topic.

Human Sexual Response. Overall, students find this topic slightly relevant, and slightly appropriate. About 31% of the

students report having taken this topic up in class and about 74 % recommend that it should be taken up.

Both the male and female students find this topic moderately interesting and slightly appropriate. This topic is also slightly relevant according to the males. Other scores fall in the moderate category. More females, though less than half, report taking this topic up in class (44.44 % s. 17.65%). However, more males recommend this topic to be taken up (82.35% vs. 6.67%).

Sexual fantasy. Overall, students find this topic slightly relevant (2.90), slightly appropriate (2.75), and moderately interesting (2.34). Less than half of the students report (22.86%) and recommend (48.57%) that this topic should be taken up.

Female students find this topic slightly relevant (3.17), slightly appropriate (3.07), and slightly interesting (2.60). Male students find this slightly relevant (2.57) but moderately appropriate (2.47) and moderately interesting (2.11).

Virginity. Overall, the students find this topic moderate in the three criteria. About six out of every ten students report having taken this topic up in class, while nine out of ten recommend this topic.

Female students rank this topic high in the three criteria of relevance, appropriateness and if interesting (1.41, 1.19, 1.47, respectively). Males find the topic moderate in the three criteria. More females have report to have taken the topic up in class (47.06% vs. 77.78 %).

Sexual Health

Topics on *Sexual Health* include *contraception, family planning, abortion, STDs/HIV-AIDS, sexual abuse and reproductive health and rights.*

The students find all topics moderate in the three indicators, except for *abortion* that they find slightly relevant and for *reproductive health and rights* that they find highly interesting.

Majority of the students report having taken the sexual health topics, except the topic on *sexual abuse*. Almost all students recommend all the topics to be taken up, with *family planning* and *reproductive health and rights* as the most popular.

Contraception. Overall, the students find the topic moderate in the three indicators of relevance (2.09), appropriateness (2.31) and in being interesting (1.71). Most students report (74.29%) having taken this topic up in class and about 89% recommend this topic.

Male and female students find this topic moderate in the three indicators. More females recommend this topic to be taken up.

Family Planning. Overall, the students find the topic moderate in the three indicators: relevance (1.79), appropriateness (2.20) and interesting (1.63). Most students report (74.29%) having taken this topic up in class and about 97.14% recommend this topic.

Male and female students find this topic moderate in the three indicators. All males and 94.44% of females recommend this topic to be taken up.

Abortion. Overall, the students find the topic slightly relevant (2.61), moderately appropriate (2.34) and moderately interesting (1.7). About 63% of the students report having taken the topic in class and 80% recommend that it should be taken up.

Females find the topic slightly relevant (2.94), moderately appropriate (2.40) and moderately interesting (1.94). Scores of male students in the three indicators fall in the moderate criteria. More of the females recommend that this topic should be taken up.

STDs/HIV-AIDS. Overall, the students find the topic moderately relevant (2.03), appropriate (2.10), and interesting (1.79). Most students report (74.14%) having taken this topic up in class and about 82.86% recommend this topic.

Male and female students find this topic moderate in the three indicators. More female (88.89%) than male (76.47%) students recommend the topic to be taken up.

Sexual Abuse. Overall, the students find the topic moderate in the three indicators of relevance (2.32), appropriateness (2.22) and in being interesting (2.06). Less than half of the students report (48.57%) having taken this topic up in class and 80% recommend this topic.

Male and female students find this topic moderate in the three indicators. More male (82.35%) than female (77.787%) students recommend the topic to be taken up.

Reproductive Health and Rights. Overall, the students find this topic highly interesting (1.49), moderately relevant (1.60), and moderately appropriate (1.60). About 69% of the students report taking this topic up in class and 94.29% recommend this topic.

Female students find the topic highly interesting (1.44), moderately relevant (1.56), and moderately appropriate (1.72). Scores of male students on the three indicators fall in the moderate category.

Sexuality and Culture

Specific topics on *Sexuality and Culture* include *gender roles, sexual stereotyping, religious and cultural views/moral values and attitudes on sexuality, artistic expressions of sexuality, sexuality and the media, and pornography.*

Students find the topics *gender roles, sexual stereotyping, religious and cultural views/moral values and attitudes on sexuality, and sexuality and the media* moderate in the three indicators studied

Less than half of the students report having taken up in class the topics *sexual stereotyping, artistic expressions of sexuality, both*

sexuality and the media, and pornography. Almost all students recommend the topic *gender roles* (94.29%) and *religious and cultural views/moral values and attitudes on sexuality* (88.57%). At least 70% recommend other topics, while about 66% recommend *pornography*.

Gender Roles. Overall, the students find this topic moderately relevant (1.69), moderately appropriate (1.68), and moderately interesting (1.80). About half of the students report taking this topic up in class and 94.29% recommend this topic.

Female students find the topic highly relevant (1.39), highly appropriate (1.44), and moderately interesting (1.72). Scores of male students in the three indicators fall in the moderate category. Less than half of the students report taking this topic up in class, 78% of the females says so. All females and 89% of the males recommend this topic.

Sexual Stereotyping. Overall, the students find this topic moderately relevant (2.29), moderately appropriate (2.36), and moderately interesting (2.22). About 26% the students report taking this topic up in class and 74.29% recommend this topic.

Male and female students find this topic moderate in the three indicators. Less than 30% of female and male students report taking this subject, while at least 70% recommend the topic to be taken up.

Religious and Cultural Views/Moral Values and Attitudes on Sexuality. Overall, the students find this topic moderately relevant (1.80), moderately appropriate (1.71), and moderately interesting (1.63). About 55% the students report taking this topic up in class and about 89% recommend this topic.

Female students find the topic highly relevant (1.44), highly appropriate (1.44), and highly interesting (1.44). Male students find the topic moderate in the three indicators. About 88% of

both the male and female students recommend the topic to be taken up.

Artistic Expressions of Sexuality. Overall, the students find the topic slightly appropriate and moderately relevant (2.48) and interesting (2.28). Three and seven of every ten students report having taken up the topic and recommend the topic to be taken up, respectively.

Both the male and female students find the topic slightly appropriate, moderately relevant, and moderately interesting. Less than half of both sexes report having taken the exam and about 70% of them recommend the topic to be taken up.

Sexuality and the Media. Overall, the students find the topic moderately relevant (2.12), moderately appropriate (2.34), and moderately interesting (2.48). About 28% the students report taking this topic up in class and 74.29% recommend this topic.

Males find the topic less interesting than the females. Both are in agreement with regard to the topic's relevance and appropriateness. Less than 35% of both males and females report having taken the topic and more than 70% recommend the topic to be taken up.

Pornography. Overall, the students find the topic slightly relevant (2.81), slightly appropriate (2.70), and moderately interesting (2.47). About 34% the students report taking this topic up in class and 65.71% recommend this topic.

Female students find the topic slightly relevant (3.25), slightly appropriate (3.25), and slightly interesting (2.88). Males find the topic moderate in the three indicators. Less than 40% of both males and females report having taken the topic. More males recommend the topic to be taken up (70.59% vs. 61.11%).

Problems and the Proposed Improvement to Sexuality Education in High School

Perceived Problems in High School Sexuality Education

This section presents the problems encountered by the teachers handling sexuality topics and by the students. The teachers identified the problems that they have encountered in teaching sexuality topics from a list of problems provided in the questionnaire. The teachers were asked to indicate a score reflecting the seriousness of the problem. The scores are: 1 — very serious, 2 — serious, 3 — fairly serious, 4 — not serious, 5 — not a problem, and 6 — no idea. In determining the mean score as reflected in Table 2.50, the score of “6 — no idea” was not included.

Overall, from among the identified problems, the problem of *inadequate textbooks* is the major problem encountered by the teachers (2.17). This is followed by *inadequate reference materials* (2.27). These problems are more serious in public schools (1.54 and 1.62, respectively) than in private schools (2.85 and 2.93).

The teachers consider their *lack of training on teaching sexuality topics* and *inadequate teaching aids* as fairly serious problems (both have a score of 2.64), which is more serious in public school. The former is particularly serious for the state university high school (2.33) and the later is very serious for the national high school. Interestingly, one teacher from the state university high school pointed out that majority of the topics especially on the core concept *Relationships* and *Personal Skills* were not included in Basic Education Curriculum (BEC) for high school.

On the other hand, the *interest of the teachers* in teaching sexuality topics does not appear to be a (4.15) major problem. The same is true with *students' interest* (4.00) and their *readiness for the sexuality topics* (3.56).

Table 7
**Teachers' Evaluation of Problems Related to the Teaching of
 Sexuality Topics by Type of School.**

Items of Evaluation	Type of High School						GRAND MEAN
	Private Sectarian			Public			
	Non-Catholic	Catholic	Total Mean	State University	National	Total Mean	
Teacher not trained to teach the topics	2.64	3.25	2.77	2.33	2.60	2.50	2.64
Lack of interest of the teacher.	4.00	4.50	4.00	3.67	4.40	4.27	4.15
Lack of interest of the students.	3.91	3.25	3.69	4.33	4.30	4.36	4.00
Students not ready for the topics.	3.82	2.50	3.38	4.00	3.73	3.75	3.56
Inadequate teaching aids.	3.00	3.00	3.08	2.80	2.17	2.17	2.64
Inadequate textbooks.	2.91	2.50	2.85	2.33	1.42	1.54	2.19
Inadequate reference materials.	2.91	3.00	2.93	2.33	1.58	1.62	2.27

Note: Data based on multiple responses.

From the focus group discussion with the students, it came out that students' interest to learn sexuality education is indeed not a problem. All students agree that sexuality should be taught in school. However, their idea of sexuality education is too narrow as the "the teaching of sex and sex-related topics."

The students say they need sexuality education to be informed, to learn, to be aware and to be guided in making decisions. They need to learn sexuality education to avoid misunderstanding and learn what is right or correct, not to be ignorant/naïve, to prevent mistakes like teenage pregnancy, to learn the limitations and safety measures, to learn the "effects or danger" when engaging in sex, and to learn "how to control (having) sex." One male student particularly mentioned the need to learn topics such as premarital sex and birth control.

One female student says that she needs to learn because there are a lot of temptations to fight off. Others also see sexuality education as a preparation for married life. The male students suggest that sexuality should be taught to students as early as 10 years old.

What comes out in the focus group discussion is the feeling of dissatisfaction in the teaching of sexuality topics among the high school students. In terms of information, students want more than what is given to them. According to the students, the topics covered are “not enough.” The topics taken up are not discussed clearly and the discussion is totally without focus. One student, referring to how a topic is treated in the lecture, said “*ka light lang*.” One student said that topics are “taught by parts, not holistic.” By holistic, they mean a thorough coverage of the topic so that there is no room for them to imagine. It is when they imagine that danger comes in, for their curiosity may lead them to experiment.

Students have varied answers regarding the way the teacher handles sexuality topics. Students appreciate the teacher who can “invent” terms to make things understandable and those who share their experiences. They scorn teachers who teach what are “applicable to their time,” just rely on books, and teach with malice.

Some students said that the lessons are just in the lesson plans. Others say teachers encourage arguments between boys and girls while others say the teachers just give plain lecture without encouraging students to participate. They teach with malice or others just avoid teaching the topic.

Some students also find classmates to be “*manol* (naïve)” and “irritating”. The irritation stems from the malice put by classmates to the topics discussed. A female student said that if the topic is about “genitalia,” “*kung interested ka, ginahambalan ka sang classmates mo nga daw manyak*” (if you’re interested, classmates will say that you are a maniac).

Another, glaring problem is the misconception students possess even with the basic concepts of sex, gender, sexuality and sexuality education, which can be reflective of the kind of sexuality education teaching they receive in high school.

The popular meaning of sex to the students is that sex is “sexual intercourse,” “making love,” or “making babies.” Indirectly said by female students in the group from the private catholic school, sex is “a sacred thing and dangerous thing to be engaged in,” “something you need to think before doing,” and “one of the most responsible actions *nga pwede himuon* (that can be done).”

Based on a reading from a book and church teachings, two female students agreed that sex is the “greatest” or “natural” gift from God.” It is a way of showing love and acceptance to one’s partner. Sex is important because it makes a person happy and bear children. Though the students understand that “sex” is between married couples, males also mentioned that “sweethearts” do sex and sex is just “one night stand.”

Only one female public school student understands sex as “male and female.” Another one understands sex as being masculine or being feminine. One student refused to answer because she thinks she’s too young to answer the question.

To almost all students gender is “male and female.” Students do not agree whether “lesbians” and “gays” are included. One female student says that gender is a “state of mind” while to another female student gender refers to the “sexual organs.” Half of the males have no idea or no understanding of this concept.

To the females, sexuality is the same as gender or “similar” or “related” to sex. Half of the males have no idea what sexuality means.

To most students, sexuality education is the teaching of sex. The students are taught “how to take care of your body,” “the correct way of using sex to avoid abuse,” “the effect of having too much sex,” “safety measures,” the advantages and disadvantages of having sex, the do’s and don’ts of having sex, and other topics related to sex such as reproductive organs and having a “positive view about sex.”

Proposed Improvements to the Teaching of Sexuality Topics in High School

The teachers were asked to identify from a list of proposed solutions what they perceive to be best to address the problems they encounter in teaching sexuality topics. They assigned values reflecting the urgency by which a solution should be carried out. These are “1—very urgent”, “2—urgent”, “3—fairly urgent”, “4—not urgent”, “5—not needed”, and “6—no idea”. In determining the mean score as reflected in Table 2.51, the score of “no idea” was excluded.

The teachers rated urgent all the proposed solutions to the problems they have encountered (refer to Grand Mean). However, the mean scores by school level indicate some differences in the attitudes towards some proposed solution. This is particularly true for the proposed solutions of sending teachers for training and further studies. Teachers from the state university high school and private-Catholic school see these solutions as very urgent (both have scores of 1.33 and 1.50, respectively).

The students, on the other hand, have varied suggestions on how sexuality topics should be handled. For one, the students suggest that sexuality topics should be “given attention.” That is, they should be treated as important topics. The topics must be discussed “broadly and adequately.”

The students suggest more topics to be covered. They think that teachers should improve what the students already know. Students do not want a repeat of their elementary lessons but to add more to what they previously learned.

The students want their teachers to correct the wrong information that they possess. Foremost, they want their teachers to make it clear to them that the teaching of sex and sexuality is not wrong. They suggest that “old-fashioned” teachers should not be allowed to teach so that the treatment of sexuality topics is not limited and traditional.

The use of the English language as the medium of instruction is preferred over the local dialect. The use of the local dialect is not advised because it comes out too vulgar or “not-nice” to hear. One female student suggests that sexuality topics should be treated in an “informal” manner but the discussion should be “deep” and uses terms that are easy to understand. In terms of the handling of sexuality topics, one male student suggests “not the typical question and answer type conversational *lang.*” The students agreed that in order for the teacher to “really communicate” the teacher should consider the level of the student.

Table 8

Proposed Solutions by the Teachers to the Problems They Encounter in Teaching Sexuality Topics by Type of School

Proposed Solutions	Type of High School						GRAND MEAN
	Private Sectarian			Public			
	Non-Catholic	Catholic	Total Mean	State University	National	Total Mean	
Teacher should be trained	1.64	1.50	1.69	1.33	2.17	1.92	1.81
Teacher to be sent to further studies	1.91	1.50	1.92	1.33	1.91	1.75	1.84
Purchase textbook	2.18	2.50	2.31	1.67	1.55	1.5	1.92
Purchase enough references	2.00	1.75	2.08	1.67	1.67	1.62	1.85
Purchase enough equipment	2.45	3.00	2.62	2.33	1.92	1.92	2.27
Fora/symposium to popularize sexuality	2.09	2.50	2.23	2.00	1.55	1.67	1.96
Availability of IEC materials	1.91	1.50	1.92	2.00	1.55	1.67	1.80

Note: Data based on multiple responses.

Sexuality education should be treated like any course in high school. Most male students suggest a sexuality education course that will run for one grading period and taught once a week. Malice must not be present in teaching sexuality topics. Male students suggest open-minded teachers. Female students prefer female teachers because male teachers are malicious.

Aside from classroom learning, the students also suggest symposium, forum and seminars in schools with “experts” in sex and sexuality as resource persons.

As teaching aids, the students agree to the use of textbook and other updated references, giving out of pamphlets and handouts, and the use of visual aids.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the study, some conclusions and recommendations can be drawn about high school sexuality education in Iloilo City.

Conclusions

On the Teachers

- The teachers providing sexuality education to high school students are not sexuality educators. Physical Education (P.E.) and Values Education (V.E.) teachers account for the large number of them. Majority (60%) reported some form of training but no data are available as to when and on what content.
- The teachers are generally willing to undergo training on sexuality education to improve or update their skills and knowledge in teaching. The aspect of sexuality education that most of them would want to be trained is on teaching methods and strategies.

On the Topics and Core Messages

- There is no high school sexual education course that offers a comprehensive sexuality education. Sexuality topics are only integrated in some high school subjects such as PEHM, VE, and TLE and Biology.

- Sexuality topics and messages are not uniform across schools within the same year level and for the same subjects. Also, the high school subjects that integrate sexuality education are not necessarily the same across schools.
- There are conceptual orientations that are biased towards the general population. For instance, heterosexuality and nuclear families are predominant frameworks in relationship topics. These orientations can pose limitations to the responsiveness of the sexuality education program to the needs of the adolescents in general.
- The most commonly taken core concepts are *Human Development* and *Relationships*. The popular topics on *Human Development* are reproductive anatomy, reproduction, adolescence and puberty, body image and human sexuality. For *Relationships* these are families, love, infatuation and intimacy and marriage and life commitments.
- Sexuality education is geared towards the abstinence from sex outside marriage orientation. It also a support system for the population education program in the country.
- The least emphasized core concept is sexual behavior. So far, the topics covered on it are only virginity and abstinence from sex. Others like masturbation, wet dreams, sexual fantasy, sexual response and lovemaking are not included in the curriculum. Thus, sexuality education appears to cover “safe” topics in the curriculum. The personal and sensitive ones, which are either not included or not emphasized.
- The third year level has more sexuality topics and messages compared to the other year levels. Also, sexuality education at this level is biased towards *Relationships*.
- Some topics that are being mainstreamed nowadays are not emphasized or covered in high school sexuality

education. Discussions on gender, for example, are generally limited to stereotypes and gender roles. Also sexual harassment and sexual abuse are not covered in the textbooks or materials.

- The sexuality topics reported by students as taken up in school are more than those identified in the textbooks or materials used by teachers. This indicates that the teachers and students actually cover topics beyond what are prescribed in the curriculum in the conduct of sexuality education.

On the Teaching of Sexuality Topics

Based on survey data obtained from teachers and students' responses, the method employed in teaching sexuality topics is still the traditional type in which lectures predominate.

On the Students

- The students are eager to learn about sexuality in schools. However, they equate sexuality education with the "teaching of sex and sex-related topics." They have varied reasons for their interest to learn sexuality in schools.
- The students appear to be dissatisfied with the current sexuality education given to them. They want more topics to be covered and the topics should be given an in-depth treatment.
- Students appreciate a teacher who can "invent" terms to make things understandable and those who share their experiences. They scorn at teachers who teach what are "applicable to their time," just rely on books, and teach with malice. They want a freewheeling discussion of sexuality topics.

- Students have misconceptions about the basic concepts of sex, gender, sexuality and sexuality education.
- Female students prefer to have female teachers.

On the Methodology of the Study

In many cases, the researchers found some difficulty in gathering data for the following reasons:

- Many administrators did not seem to be readily open to or enthusiastic about the idea of sexuality education in their respective schools getting evaluated.
- The teachers were very busy with their work.
- It took long for many teachers to finish answering the questionnaire. Some of them were not even able to return the questionnaires.

Recommendations

Part of the purpose of this study is to provide some directions for future programs and policies on sexuality education, based on empirical findings. In this view, the following recommendations are being made about sexuality education in Iloilo City.

- The teachers should be provided with adequate training on sexuality education to enhance their knowledge, skills and effectiveness in handling sexuality education.
- Updated textbooks and materials on sexuality education should be made available for teachers' and students' use specially in the public national high schools.
- Gender sensitivity should be further developed among teachers of sexuality education in order to deepen their understanding and sensitivity to sexuality concerns, which are largely rooted in gender issues.

- A comprehensive sexuality education program that is based on the core concepts in this study should be studied as to applicability and offered to high school students.
- The students should be offered a sexuality education that is not biased towards the general population such as heterosexuals and nuclear families.
- The suggestions of students on what topics to cover in sexuality education and how to improve its teaching must be considered in formulating a sexuality program for them.
- Teachers should correct the misconceptions of students, make them understand that sexuality topics are important and should not be treated with malice.
- Teachers should avoid imposing their opinions and values to students.
- The use of English language is preferred.
- Sexuality education should not be confined in a classroom set-up. Forums, film showings, seminars, symposium are suggested.

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