



ACCEPTABILITY OF THE INCORPORATION OF SEX AND SEXUALITY EDUCATION IN THE CURRICULA

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Abstract: *There are many prevailing societal problems that our country faces today. These problems may include health issues, illiteracy, poverty, economic issues, corruption, prevalence of various crimes, and even terrorism. Our government creates many resolutions especially through enactments of laws and further implementing them. But sometimes, these laws are not effective enough and are somehow not given significance. One of the issues that is associated with the youth is illiteracy which leads to many complications. Illiteracy does not only cover the level of educational attainment that a person fails to have. It may also include the lack of knowledge on something which he hasn't learned within the four corners of the classroom. They learn the ideas and context of these things and they try to know them for the sake of passing the subject but they do not even attempt to know the deeper confines and complexities of the ideas presented to them. Maybe the reason behind this is because they are not open to the things offered to them and are not willing to learn them and eventually apply them. Though students may have the capacity and opportunity to learn, if they are not willing to, then incorporating sex and sexuality education will not be effective and efficient. This study focused only on the students' attitude toward sexuality and their degree of acceptability toward sex and sexuality education for the purpose of incorporation of sex and sexuality education in the curricula of the tertiary level. It is limited*



to three hundred twenty-nine (329) students only as computed using the Slovin's formula. As a descriptive co relational study, it had collected factual details and information with the aid of series of questions which had been answered randomly by students. The answers given were compared and correlated to further establish the significant relationship of their attitude toward sexuality and their degree of acceptability toward sex and sexuality education. The significant difference was also identified between the sexual attitude of the respondents and their degree of acceptability when they are grouped according to their profile variables. The result of the finding suggests that there exist a difference in the sexual attitude of the respondents when grouped according to their gender, religion and parents' living arrangement. However, variables including age, year level, civil status, father's educational attainment, mother's educational attainment, total household monthly income, living arrangement, and ethnicity have no correlation with the attitude of respondents toward sexuality. Based from the foregoing findings, the researchers thereby conclude that the students were found to be liberal on terms of their sexual attitude and have high acceptability toward the incorporation of sex and sexuality education in the curricula. Based from the foregoing findings, the researchers thereby give the following recommendations: Sex and sexuality education should underscore better the plight on how students perceive persons with sexually transmitted illnesses and diseases. Sex and sexuality education should be included in the curriculum for the tertiary level.

Keywords: Sex education, sexuality, curricula, attitude, degree of acceptability, ethnicity, gender, living arrangements, incorporation

INTRODUCTION

Human beings are "social animals." Their knowledge, perception, and the way they behave are highly predisposed by the societies where they are born and nurtured. This statement is also true when speaking of sex and sexuality. Encarta (2009) states that sex can be defined in various ways. It can be defined as "the physical and behavioural difference that distinguishes individual organisms according to their functions in the reproductive process. Sex can also be denoted as the different sexual activities, including penetrative sex, oral sex and mutual stimulation. Sex is not just physical sexual contact; it can also involve emotions and feelings. There are also differences in human sexual characteristics whether the individual is a male or a female. For example, in females, their main sexual characteristics



include the external genitalia (vulva) and the internal organs that make it probable for a woman to produce ova (eggs) and become pregnant. In males, on the other hand, the main organ for copulation is the penis. The sperm cells are produced in the testes, and are stored and nurtured in the epididymis. As the individual matures, his/her sexual characteristics develop as well. Human beings are thus sexual beings all the way through their entire lives. At certain points in life, sexuality may manifest itself in different ways. Each life phase brings with it pressures for change and sexual development milestones to be achieved if sexual health is to be attained or maintained. The platforms of sexual development are a human developmental process involving biological and behavioural components. Furthermore, the period in human lifespan during which the organs of sexual reproduction mature is called puberty. This occurs in males concerning the ages of 13 and 16, and in females between the ages of 11 and 14. This period to some degree, has to do with the sexual awakening that comes with biological maturation which clearly means that students in ages 11-16 are already in the stage of "sexual awakening" and biologically mature. This maturation is undoubtedly evident in females by the beginning of menstruation, in males by the production of semen, and in both by the enlargement of the external genitalia. Rapid growth marks a range of physiological changes. Various secondary sexual characteristics also appear for the first time during puberty; in males, production of body hair increases markedly, particularly in the pubic, axillary, and facial regions, and the voice usually changes and becomes deeper in tone; in females, hair also appears in the pubic and auxiliary regions, and the breasts become enlarged. Given that, with the inclusion of sex education in the curriculum, students starting these ages will be able to understand the changes that they are experiencing.

The experience of sexual capacities that come with puberty is not the same for boys and girls. For boys, sexual desire appears earlier in boys and is centred in the genital organs. For girls, on the other hand, desire is not the appropriate word to use, since it is better to speak of sexual stimulations. Additionally, for girls, love takes priority over sexuality. The influence of intellectual curiosity is greatly intensified at this time. During the puberty stage, boys and girls are craving for factual information about sex and sexuality. They may be able to obtain it from various sources, such as the books, internet, etc. Adolescents may also seek out advices to their peers which might give them wrong information. Young people's yearning



for knowledge about sex is not a longing to find out what sex does or should feel like to them, but equally what it is like for the opposite sex.

Adewale (2009), claims that the adolescents' curiosity and lack of knowledge, may often lead to premarital sex, which, in effect, will be unwanted pregnancies. Given that statement, the cases of unwanted pregnancies in the United States and other countries are hitting the roof for years. Because of this, inclusion of sex education as part of the curricula is really an effective tool which will help the students to become aware of the disadvantages of having sex at a very young age.

Weighing the inclusion of sex education as part of the curricula is significant. If an objective of sex education is to promote safe sex practices, it can only be assumed that programs are having the desired effects without assessing actual knowledge, attitudes, and behaviors. On the other hand, sex education guides students' attitudes toward promoting safer sex practices. People who only watch a safe sex film does distress positive change in attitudes toward condoms and an increased willingness, in women, to have their partners use them.

Important to sex education is the relevance and content of the subject matter. Over the past decade, it was obvious that there's an increase in the aggregate content in which schools are educating their students about safe sex. For example, a widespread campaign for AIDS education in secondary schools in America promoted consistent condom use. Outcomes from the AIDS awareness campaigns in schools determined a positive impact in the rates of condom use, as well as shaping negative attitudes toward casual sex. As a result of assimilating vital information that at one time was considered taboo into sex education, positive, safer outcomes for young people are now possible.

The most effective way to teach sex education has proved to be the comprehensive way. Even though many parents accept as true that sex education will encourage their teenagers to take part in sexual activity, evaluations of comprehensive sex education and HIV/STI prevention programs show that they do not increase rates of sexual initiation, do not lower the age at which youth initiate sex, and do not increase the frequency of sex or the number of sex partners among sexually active youth. These strong factual statistics only support the argument of comprehensive sex education. The comprehensive program still concentrates on the abstinence-only choice but also gives information on other contraceptives. The fundamental point of this program is that they inform children how to obtain and use



different forms of birth control if they decide to not abstain from sex. As implied, if a student only learns the abstinence way he or she will not know how to protect themselves whereas a student who was taught the comprehensive way will. For example, there was a teenage girl who was taught abstinence-only her entire life. She has now decided she wants to have sex and is clueless on how to get or use any form of birth contraceptives. If she ends up pregnant or with a HIV/STI how will she know how to seek assistance? This is an alarming situation to think about. What if because that girl was never taught comprehensive sex education, she has sex and potentially gambles with the rest of her future? This is another cause why comprehensive sex education is beneficial; because it prepares students for any situation he or she may come across in the future. Through extensive research and statistics, it is clear to the American society that sex education is a significant part to think through in children's schooling. Something that can be so disadvantageous to the youth's body and future is worth teaching about. Teenagers not only need to know what having sex can do to them, but how to protect themselves in the most efficient way. The comprehensive approach is undoubtedly the most effective method and shows working results. To summate, keeping teenagers educated, safe, and protected, is what comprehensive sex education demonstrates. This practice of sex education is better than teaching abstinence-only since it covers all features of sex, not only refraining until marriage. Giving teenagers the knowledge and power to keep safe and protected is the most important aspect of this topic, which comprehensive sex education accomplishes.

Arpita De (2015), argues that sex education in schools is being given increasing importance as it is known to inform students about issues related to sex and sexual health. It is considered important for societies that its individuals are well-informed about sex, sexual practices, child sexual abuse and sexually transmitted diseases. A school plays an important role in implementing effective sex education to growing children." Various studies suggest that effective sex education in schools prevents adolescents experimenting with sex. These sex education programmes also encourage the teenagers to use protection while indulging in any kind of sexual act.

The LGBT Community (2013) in America also affirmed that the inclusion of sex education means healthier youth and safer schools. It was then re-established by the late Sen. Frank Lautenberg (D-NJ) and Rep. Barbara Lee (D-CA) through the Real Education for Healthy



Youth Act in both the Senate and the House of Representatives. This legislation would authorize grants for comprehensive sex-education programs that are inclusive of lesbian, gay, bisexual, and transgender, or LGBT, youth. Unambiguously, it would require comprehensive sex education to cover sensitive and respectful discussions of gender, gender identity, and sexual orientation, among other topics. At this time, sex-education standards vary widely across the country, leaving many American youth unacquainted about basic anatomy, healthy relationship skills, and safer sex practices. All youth deserve education that empowers them to make healthy, informed decisions about their relationships and their bodies, and the Real Education for Healthy Youth Act would help make this possible. When considering this bill, Congress should keep in mind the ways in which this legislation would positively impact LGBT youth. It only concludes that all American youth, including those who are LGBT, are in dire need of inclusive sex education to improve their health outcomes and help build safe school environments where they can thrive. While further action will be necessary to end the teaching of inaccurate, exclusionary, and ineffective abstinence-only programs, Congress can make comprehensive, inclusive sex education a reality for more LGBT youth across the country by passing the Real Education for Healthy Youth Act.

Sex Information and Education Council (2015) defines sex education as a lifelong process of building a strong foundation for sexual health through acquiring information and forming attitudes, beliefs and values about one's identity, relationships, and intimacy.

Shib Datta & Nilratan Majumder (2012), argue that sex education was taught to further decrease the number of unwanted pregnancies and to stop the possibilities of students' to engage in sex at an early age.

Amy T. Schalet (2011), emphasizes that the cultural differences between the two countries have something to do with a more mature view of sexuality. She asserts that girls leave room for boys to think of themselves as romantic, of having feelings. And it's not that American boys aren't romantic, it's that everything in their culture tells them that they shouldn't be. Dutch sex education also includes topics such as gender identity and homosexuality. Children here learn early that it is perfectly natural for two men or two women to be in love. I can't help but think that this type of early training can help prevent atrocities such as what recently occurred in Orlando. No subject regarding sex is taboo in



these classes, particularly in the later grades, where it is not unusual to find discussions on subjects such as masturbation and oral sex. And girls are not expected to take a passive role in sexual negotiations. They are taught they can make choices about their own sexuality, not to feel pressured by boys or their friends. In fact, Dutch women are known to be very forthright about what it is they want in bed. Girls learn their sexual desires are perfectly natural, and boys are encouraged to embrace their emotions and romantic feelings.

Sexuality education forms part of the national school curricula of most sub-Saharan African countries, yet risk-related sexual behaviour among young people continues to fuel the HIV pandemic in this part of the world. One of the arguments put forward to explain why sexuality education seems to have had little impact on sexual risk-taking is that existing curricula have neglected to take into account the complexity of the social, cultural and gender norms that influence the behaviour of school-going young people in sub-Saharan Africa. Over the past few years, the Department of Basic Education in South Africa has recognised the need to provide guidance to teachers on the content, pedagogical processes and messages that are relevant to their specific context. This paper critically reflects on findings from a literature-based study conducted to identify the cognitive and social factors influencing the behaviour of school-going young people in South Africa and the risk and protective factors that might be particular to their circumstances. Wood & Roller (2014) emphasized their findings which provide helpful guidelines about the development, content and implementation of sexuality education curricula more likely to be relevant in contexts of serious poverty and disadvantage. Although based on the South African literature, the findings may also offer useful lessons for curriculum designers in other developing countries.

In the United Kingdom, sex and relationship education (SRE) is compulsory from age 11 onwards. It involves teaching children about reproduction, sexuality and sexual health. It doesn't promote early sexual activity or any particular sexual orientation. Some parts of sex and relationship education are compulsory - these are part of the national curriculum for science. Parents can withdraw their children from all other parts of sex and relationship education if they want. All schools must have a written policy on sex education, which they must make available to parents for free. This was executed to surely protect their students from engaging with sex and to safeguard the potential tendencies of being unaware about



sex. This helped their students especially the teenagers to be sure not to have unwanted pregnancies or premarital sex.

Another one is that most research on sex education thus far has focused on the relation between type of sex education and sexual practices, attitudes, behaviors, and knowledge after receiving a sex education. These studies have focused on students immediately after they have received their sex education while the students are still presumably in college. There has not been any research directly focusing on type of sex education received in college and possible correlations to sex practices in the context of the college social scene. The prior research on type of sex education reviewed in this section focuses on the history of sex education in the United States, different approaches to sex education in the school setting, and correlations of type of sex education to both positive and negative sexual behaviors.

The number of college students receiving sex education in high school in the United States has increased dramatically in the past thirty years. Although the number of students taking classes related to sex education has increased over the past thirty years, there is no consensus on what type of sex education should be taught in schools. The two main types of sex education taught at U.S. are comprehensive sex education programs and abstinence-only sex education programs.

Rose (2005) purports that comprehensive sex education programs discuss many aspects of sex such as the biology of sex, ways to prevent pregnancy including abstinence, information about STDs and AIDS, ways to deal with pregnancy including abortion, and contraceptive use and availability. Liberals tend to favor comprehensive sex education programs. Abstinence only sex education programs do not discuss use of contraceptives, the biology of sex, or information about STD's and transmission of AIDS. The only form of pregnancy prevention taught is abstinence. Such programs advocate that sex should be held off until marriage.

Kirby (2007) asserts that teenagers become less likely to complete high school, less likely to attend college, more likely to have large families, and more likely to be single parents. They work as much as women who delay childbearing for several years, but their earnings must provide for a larger number of children.

The debate over which kinds of sex education to use with students began in the early 1960's with the emergence of the Evangelical Christian right wing in the political spectrum. At first



the conservative right did not want sex education taught in schools at all, although this proved to be an unpopular ideal with the majority of the U.S. population, and by the 1980's, evangelicals began to call for sex education in schools, but only if it was an abstinence-only program. Recently, abstinence-only sex education programs have gained prominence in the United States.

Despite the increased funding and attention to abstinence only sex education programs, abstinence-only sex education has not proved to be very successful in terms of preventing sex or preventing pregnancy and the transmission of STDs. Kirby (2007) purports that the United States leads all modern industrialized countries in teen STD rate, with people between the ages of fifteen and twenty-four representing about half of the new cases of STDs everywhere, despite the fact that this same age groups accounts for only 25% of the sexually active U.S. population.

One aspect that has been studied for its influence on sexual activity is alcohol consumption. Anderson and Sorensen (2006) conducted a study on the effects of drinking alcohol in making the act of engaging in sexual activity easier. This study was conducted factoring race, class, and gender variables. According to their study, men were more likely to drink to make it more easy and comfortable to have sex. They also found a high correlation between needing alcohol to have sex and number of sexual partners over the previous year. Whites were more likely to drink more than blacks in order to have sex. Andersen and Sorensen also found that 21% of males and 16% of students from upper class status needed to drink to have sex compared to 15% and 10% of males and females of lower economic status. They also found that 100% of the participants used a contraceptive at least once while having sex over the previous year, even after having at least one alcoholic beverage. Clearly alcohol does have some effect on the engagement of sexual activity in college students.

Thus, the concern that sex education in college will make students less moral is not substantiated by the literature. The studies of college students strongly indicate that some college sexuality courses do increase tolerance or acceptance of different types of sexual behavior both for self and especially for others. The studies of college classes indicate that they do not affect sexual behavior. The studies fail to support sex education proponents who believe classes may reduce sexual behaviour. They do indicate that units on contraception will increase the use of more effective contraceptives and decrease sexual activity with poor or no contraception.



STATEMENT OF THE PROBLEM

This study aimed to answer the following specific questions:

1. What is the profile of respondents in terms of:
 - 1.1 Gender
 - 1.2 Age
 - 1.3 Year level
 - 1.4 Civil status
 - 1.5 Religion
 - 1.6 Father's education
 - 1.7 Mother's education
 - 1.8 Total household monthly income
 - 1.9 Parents living arrangement
 - 1.10 Living arrangement
 - 1.11 Ethnicity
2. What is the attitude of the respondents toward sexuality?
3. What is the degree of acceptability of respondents toward sex and sexuality education?
4. Is there a significant relationship between the attitude and the degree of acceptability of the respondents?
5. Is there a significant difference in the attitude of the respondents when grouped according to their profile variables?
6. Is there a significant difference in the degree of acceptability toward sex and sexuality education of the respondents when grouped according to their profile variables?

HYPOTHESES

This study, to be able to have a specific and concrete conclusion, was be guided by the following statements which will serve as hypotheses:

1. There is no significant relationship between the attitude toward sexuality and the degree of acceptability toward sex and sexuality education of the respondents.
2. There is no significant difference in the attitude toward sexuality of the respondents when grouped according to their profile variables.



3. There is no significant difference in the degree of acceptability toward sex and sexuality education of the respondents when grouped according to their profile variables.

RESEARCH DESIGN

In order to determine the students' acceptability of sex and sexuality education to be a separate and distinct course to be taken on the tertiary level, the descriptive method was utilized. A descriptive research, as defined by Fox and Bayat (2007) "aimed at casting light on current issues or problems through a process of data collection that enables them to describe the situation more completely than was possible without employing this method". The researchers used both the descriptive research in analyzing the significant differences of the variables and the co relational approach to determine the relationship between sexual attitude and degree of acceptability toward sex and sexuality education.

As a descriptive co relational study, it had collected factual details and information with the aid of series of questions which had been answered randomly by students. The answers given were compared and correlated to further establish the significant relationship of their attitude toward sexuality and their degree of acceptability toward sex and sexuality education. The significant difference was also identified between the sexual attitude of the respondents and their degree of acceptability when they are grouped according to their profile variables.

RESPONDENTS

Table 1. Frequency and Percentage Distribution of Respondents

Course	Number of Enrolees	Number of Samples	Percentage
Bachelor of Science in Accountancy	105	19	5.77 %
Bachelor of Science in Accounting Technology	443	79	24.01 %
Bachelor of Science in Entrepreneurship	303	54	16.41 %
Bachelor of Science in Business Administration major in Financial Management	373	66	20.06 %
Bachelor of Science in Legal Management	219	39	11.85 %
Bachelor of Science in Business Administration major in Marketing Management	407	72	21.88 %
Total:	1,850	329	100 %



STATISTICAL TOOL

The statistical tool that the researchers had utilized is the Five-point Likert Scale contained within the questionnaire. There were five choices being presented which shall be indicated by their level and further designated with certain figures. The numbers representing each level or degree will be the basis to identify the mean of the answers in each question.

The attitude and the degree of acceptability is measured by the following:

Table 2. Adjectival Description for Attitude and Level of Acceptability

Mean Level	Level/Degree	Adjectival Description	
		Attitude toward sexuality	Degree of acceptability toward sex and sexuality education
4.50–5.00	Strongly agree	Very highly liberal	Very highly acceptable
3.50–4.49	Agree	Highly liberal	Highly acceptable
2.50–3.49	Neutral	Liberal	Acceptable
1.50–2.49	Disagree	Moderately liberal	Moderately acceptable
1.00–1.49	Strongly disagree	Not liberal	Not acceptable

The adjectival description of the results of the mean of every profile and question were analysed in accordance with the figures designated with each level or degree presented above.

STATISTICAL TREATMENT

The researchers interpreted the data that were collected using frequency count and percentage distribution. The profile of the respondents was presented with these two statistical treatments. The research also made use of the various inferential statistics such as the T-test, Analysis of Variance (ANOVA), and Pearson r.

The mean was used to interpret the adjectival description of the attitude toward sexuality and degree of acceptability toward sex and sexuality education based on the Five-point Likert Scale as contained within the questionnaires.

DIFFERENCES ON ATTITUDE TOWARD SEXUALITY ACCORDING TO PROFILE

Tables 3 to 13 present the sexual attitude of the respondents when they are grouped according to their profile variables. The differences according to groups varied based on the variable factors.



Table 3. Sexual Attitude on the Basis of Gender

GENDER	Frequency Count	Percentage Distribution	Weighted Mean	Verbal Description
Male	80	24.32 %	3.09	Liberal
Female	249	75.68 %	2.64	Liberal
T-Value	0.0077	<i>(Reject Null Hypothesis)</i>		

The table above presents the sexual perceptions of students when grouped according to their gender. The weighted mean of the answers of the respondents signifies a gap between males and females. Consulting from the weighted mean, male are more liberated than female. This implies that females are more conservative than males. The result of the T-value which is 0.0077, and lower than the alpha level of 0.05, signifies that the hypothesis is rejected. This simply signifies that there is a significant difference on the students' sexual attitude when grouped according to their gender. Furthermore, this finding is congruent with the study of De Jose (2013) which discusses that gender has a significant effect with the sexual behaviour of a person.

Table 4. Sexual Attitude on the Basis of Age

AGE	Frequency Count	Percentage Distribution	Weighted Mean	Verbal Description
16-17	5	1.52 %	2.88	Liberal
18-19	230	69.90 %	2.69	Liberal
20 and Above	94	28.58 %	2.68	Liberal
P-value	0.5091	<i>(Accept Null Hypothesis)</i>		

The table presented shows the mean of the sexual attitude of the respondents when grouped according to their age. The age with the lowest mean is from the age of twenty years old and above while the highest mean is from the age bracket of sixteen and seventeen years old. The differences of the mean are almost insignificant and their differences do not indicate an effect on their sexual attitude. The computed P-value leads to the acceptance of the null hypothesis stated and this signifies that age does not matter in terms of how students perceive sex and sexuality. This means that a younger person does not perceive sex differently with that of an older person and consequently, an older student do not have a different sexual attitude with that of a younger one. This supposition truly contradicts the research findings of De Jose (2013) which explains that sexual behaviour is correlated with age.



Table 5. Sexual Attitude on the Basis of Year Level

YEAR LEVEL	Frequency Count	Percentage Distribution	Weighted Mean	Verbal Description
2 nd Year	64	19.45 %	2.60	Liberal
3 rd year	176	53.50 %	2.78	Liberal
4 th /5 th Year	89	27.05 %	2.65	Liberal
P-value	0.0982	<i>(Accept Null Hypothesis)</i>		

The table shown indicates the sexual attitude of the respondents as based on their year level. The year level with the lowest mean ranges from 2nd year. On the other hand, the year level with the highest mean is from the 3rd year. The means may vary but the variations do not indicate significant differences among the three year levels. The P-value is higher than the alpha level which is 0.05 and further specifies that year level does not affect the sexual attitude of the respondents for the reason that they already are in their sound minds and open to such concept in life. This further supports the same findings from the research study conducted by De Jose (2013).

Table 6. Sexual Attitude on the Basis of Civil Status

CIVIL STATUS	Frequency Count	Percentage Distribution	Weighted Mean	Verbal Description
Single	324	98.48 %	2.63	Liberal
Married	5	1.52 %	2.71	Liberal

The results from the table above illustrate the weighted mean based on the civil status of the students. It is shown that the mean for both statuses are almost similar and a minor gap is evident. Though married respondents have a higher mean for sexual attitude compared to the single respondents, it does not connote a great difference at all. The number of sample from married students is very small compared to the number of students who are single. Thus, a significant difference may not be analysed from the given number of samples because it will be inconclusive to correlate incomparable number of two different groups.

Table 7. Sexual Attitude on the Basis of Religion

RELIGION	Frequency Count	Percentage Distribution	Weighted Mean	Verbal Description
Catholic	237	72.04 %	2.76	Liberal
Non-Catholic	92	27.96 %	2.25	Moderately Liberal
T-value	0.0099	<i>(Reject Null Hypothesis)</i>		



Table 7 displays the sexual attitude of the students' according to their religion. The weighted mean for Catholics is higher by 0.51 than the Non-Catholics which signify that the former are more liberated than the latter. The result of the statistical test as shown under T-value yields that respondents who are Catholics are more open in the concept of sex and sexuality. Moreover, this signifies that the attitude of the respondents may be affected by their religious affiliations. Lastly, the liberality of Non-Catholics are lower because some Christian congregations which are Non-Catholics are stricter within the bounds of authority they exercise.

Table 8. Sexual Attitude on the Basis of Father's Education

FATHER'S EDUCATION	Frequency Count	Percentage Distribution	Weighted Mean	Verbal Description
Elementary	71	21.58 %	2.73	Liberal
High School	132	40.12 %	2.72	Liberal
College	110	33.44 %	2.70	Liberal
Post Graduate	16	4.86 %	2.59	Liberal
P-value	0.7499	<i>(Accept Null Hypothesis)</i>		

The table points out the differences of the sexual attitude of the respondents when grouped according to their father's educational attainment. The weighted mean for students whose father are elementary graduates have the highest while the lowest are from the students whose father have taken post graduate courses. The result of the ANOVA test specifies that the P-value is higher than the value of the stated alpha level. This gives the implication that the sexual attitude of the student-respondents has no bearing or correlation with their sexual attitude. This is because sexual attitude, being a personal perception cannot be easily affected by external factors. The finding is parallel with the findings of De Jose (2013).

Table 9. Sexual Attitude on the Basis of Mother's Education

MOTHER'S EDUCATION	Frequency Count	Percentage Distribution	Weighted Mean	Verbal Description
Elementary	61	18.53 %	2.97	Liberal
High School	128	38.91 %	2.72	Liberal
College	118	35.87 %	2.73	Liberal
Post Graduate	22	6.69 %	2.86	Liberal
P-value	0.2632 <i>(Accept Null Hypothesis)</i>			



The table presented above reveals the differences in the student's sexual attitude as based on their mother's educational achievement. The table reveals that the four groups do not have much difference. The mean of the four groups has the same description which indicates that all of them are on the liberal. The product of the statistical test as indicated by the P-value implies that there are no significant differences between the sexual attitudes of the students even when they are grouped according to the educational attainment of their mother. The same justification is stated by the students' sexual attitude on the basis of their father's educational attainment.

Additionally, the same finding was revealed by De Jose (2013).

Table 10. Sexual Attitude on the Basis of Total Household Monthly Income

TOTAL HOUSEHOLD MONTHLY INCOME	Frequency Count	Percentage Distribution	Weighted Mean	Verbal Description
Below 5,000	104	31.61 %	2.73	Liberal
5,001-10,000	107	32.52 %	2.79	Liberal
10,001-15,000	62	18.84 %	2.78	Liberal
Above 15,000	56	17.03 %	2.65	Liberal
P-value	0.9612 (Accept Null Hypothesis)			

The table above signify the results of the respondents' sexual attitude based on the total household monthly income. The weighted mean shows that a minor gap is present in the various incomes. This only means that there is an insignificant difference between income and sexual attitude of students because of the fact that this mechanism does not correlate with the sexual attitude of the respondents for it is considered a personal and individual perception. The statistical result appeared in the above-stated P-value denotes the acceptance of the null hypothesis guided by the truth that the outcome is higher than the alpha level which is 0.05. It further supports the fact that sexual attitude is in no way comparable with that of the total household monthly income. Furthermore, the analyses of De Jose (2013) are contrasting with this particular finding.

Table 11. Sexual Attitude on the Basis of Parents' Living Arrangement

PARENT'S LIVING ARRANGEMENT	Frequency Count	Percentage Distribution	Weighted Mean	Verbal Description
Parents' Living Together	264	80.24 %	3.03	Liberal
Parents' Not Living Together	65	19.76 %	2.55	Liberal
T-value	0.0001 (Reject Null Hypothesis)			



Table 11 shows the existing difference between the attitude of respondents towards sexuality when they are grouped according to their parent's living arrangement. Those students whose parents live together are more likely to be more liberated than those students whose parents do not live together.

The end result of the statistical test provides that there is a significant difference that exist within the two clusters and that their attitude towards acceptability is affected by their parents living arrangement. This difference may be brought about by the fact that students whose parents live together may have more time for their children and to talk and give advices about ideas including sex and sexuality education. Additionally, similar with the preceding discussion, the result of this research is not the same with the result of the research conducted by De Jose (2013).

Table 12. Sexual Attitude on the Basis of Living Arrangement

LIVING ARRANGEMENT	Frequency Count	Percentage Distribution	Weighted Mean	Verbal Description
Living with Parents	272	82.67 %	2.84	Liberal
Not Living with Parents	57	17.33 %	2.76	Liberal
T-value	0.3206 (Accept Null Hypothesis)			

The table above presents the sexual attitude of students as based on their living arrangement. The two means yielded by the two groups have a very insignificant gap. This further implies that the students have the same sexual perceptions whether or not they live with their parents. The T-value yields a numerical result which connotes that there exist no difference between the two groups. The outcome is much similar with the finding of the study conducted by De Jose (2013) which concluded that students' parents' living arrangement have no correlation with the sexual attitude of the students. Attitude may differ but such difference has a very little significance.

Table 13. Sexual Attitude on the Basis of Ethnicity

ETHNICITY	Frequency Count	Percentage Distribution	Weighted Mean	Verbal Description
Itawis	60	18.24 %	2.84	Liberal
Ilocano	184	55.93 %	2.74	Liberal
Ybanag	33	10.03 %	2.71	Liberal
Others	52	15.80 %	2.79	Liberal
P-value	0.8512 (Accept Null Hypothesis)			



The table reveals the difference between the sexual attitude of the students when grouped according to the ethnic group where they belong. The Itawis group has the highest mean while the Ybanag group has the lowest mean. Furthermore, their gaps are almost insignificant. The P-value indicates that there is no significant difference that exist between the group clusters. The probable reason why such difference do not exist is because of the fact that the city where this research was conducted is a melting pot where people are very much diverse. Ethnic diversity may alter how people have been perceiving things before that is why the ethnic customs of every cluster has already been superseded by modern and new trends that are easily accepted by young person's like the students.

DIFFERENCES ON THE DEGREE OF ACCEPTABILITY ACCORDING TO PROFILE

Tables 14 to Table 24 present the degree of acceptability of the respondents when they are grouped according to their profile variables. The differences according to groups varied based on the variable factors.

Table 14. Degree of Acceptability on Sex and Sexuality Education on the Basis of Gender

GENDER	Frequency Count	Percentage Distribution	Weighted Mean	Verbal Description
Male	80	24.32 %	3.85	Highly Acceptable
Female	249	75.68 %	3.76	Highly Acceptable
T-Value		0.2719		<i>(Accept Null Hypothesis)</i>

Table 14 shows the degree of acceptability of students on the incorporation of sex and sexuality education when grouped according to their gender. The weighted mean of both genders have a very little difference. The implication of this is that there is a small gap between how both genders accept sex and sexuality education to become part of the curricula. The result of the statistical test suggests that the null hypothesis must be accepted and leads to the fact that gender has nothing to do with the degree of acceptability of students in the incorporation of sex and sexuality education as a part of the curricula. This only indicates that the Filipino youth of today are already open to knowing information on sex and sexuality education. The result of the findings is similar with the study conducted by Irala et al. (2009), which suggested that males and females have the same perception on some ideas including the acceptability of some topics on sex and sexuality.



Table 15. Degree of Acceptability on Sex and Sexuality Education on the Basis of Age

AGE	Frequency Count	Percentage Distribution	Weighted Mean	Verbal Description
16-17	5	1.52 %	4.14	Highly Acceptable
18-19	230	69.90 %	3.77	Highly Acceptable
20 and Above	94	28.58 %	3.82	Highly Acceptable
P-value	0.0001 (Reject Null Hypothesis)			

Table 15 presents the significant difference of the student's degree of acceptability on sex and sexuality education according to their age. The age group of 16-17 have the highest mean while the age bracket of 18-19 yields the lowest mean. The gap difference between the three groups suggests that there is an important difference on how students accept sex and sexuality education. The value returned a figure which identifies that the null hypothesis must be rejected and accepts the contradictory result. This result denotes that the ages of students have a correlation with their degree of acceptability towards the incorporation of sex and sexuality education in the curricula. The probable reason behind this may be justified by the fact that a person within the same age cluster has the same perception due to peer influence.

Table 16. Degree of Acceptability on Sex and Sexuality Education on the Basis of Year Level

YEAR LEVEL	Frequency Count	Percentage Distribution	Weighted Mean	Verbal Description
2 nd Year	64	19.45 %	3.72	Highly Acceptable
3 rd year	176	53.50 %	3.74	Highly Acceptable
4 th /5 th Year	89	27.05 %	3.43	Acceptable
P-value	0.0001 (Reject Null Hypothesis)			

The table gives information on the degree of acceptability of students towards sex and sexuality education when they are grouped according to their year level. The mean from the 3rd year students gives the highest mean. On the contrary, the lowest mean may be found on the cluster group of the 4th/5th year students. The outcome of the statistical test connotes that there is really a significant difference on how students accept sex and sexuality education and their year level affects their acceptance. The reason behind this is much the same with the justification on the student's degree of acceptability according to their age. The year level which usually is connected with age is certainly similar in this case.



Table 17. Degree of Acceptability on Sex and Sexuality Education on the Basis of Civil Status

CIVIL STATUS	Frequency Count	Percentage Distribution	Weighted Mean	Verbal Description
Single	324	98.48 %	3.73	Highly Acceptable
Married	5	1.52 %	4.03	Highly Acceptable

The table above describes the degree of acceptability of respondents to sex and sexuality education as established by their civil status. The mean yielded by the married group is higher than the students who are single. The number of sample from married students is very small compared to the number of students who are single. Thus, a significant difference may not be analysed from the given number of samples because it will be inconclusive to correlate incomparable number of two different groups.

Table 18. Degree of Acceptability on Sex and Sexuality Education on the Basis of Religion

RELIGION	Frequency Count	Percentage Distribution	Weighted Mean	Verbal Description
Catholic	237	72.04 %	3.92	Highly Acceptable
Non-Catholic	92	27.96 %	3.70	Highly Acceptable
T-value	0.0003 (Reject Null Hypothesis)			

Table 18 provides the information on the difference of the acceptability of students on sex and sexuality education as based on their religion. Catholics highly accept sex education than those who are Non-Catholics. There is 0.22 gap between the two groups. The T-value, which is 0.0003, is very much lower than 0.05 as the alpha level. This implies that there is a significant difference between the acceptability of students when grouped according to their religion. The same justification may be inferred in the case of sexual attitude of the students when grouped according to their religion.

Table 19. Degree of Acceptability on Sex and Sexuality Education on the Basis of Father's Education

FATHER'S EDUCATION	Frequency Count	Percentage Distribution	Weighted Mean	Verbal Description
Elementary	71	21.58 %	3.78	Highly Acceptable
High School	132	40.12 %	4.00	Highly Acceptable
College	110	33.44 %	3.89	Highly Acceptable
Post Graduate	16	4.86 %	4.38	Very Highly Acceptable
P-value	0.0001 (Reject Null Hypothesis)			



Inferring from the table above, it presents the difference of the degree of acceptability of students when grouped according to their father's education. The highest mean can be found in the students' group whose fathers have taken up post graduate courses. The lowest mean on the other hand, can be found on the group of students whose fathers are elementary graduate. The statistical test reveals that there is a significant difference between the students' degree of acceptability on sex and sexuality education as based on their father's education. The reason behind this finding is because of a higher chance that a father who has higher educational attainment shares to his children various vital information regarding sex, especially to guide them for their future undertakings. This finding is supported by the findings of Hashimoto, Shinohara, Tashiro, Suzuki, Hirose & Ikeya (2012) which discusses that parents viewed school as a more appropriate setting than home for teaching physiological aspects of sexuality and providing accurate information.

Table 20. Degree of Acceptability on Sex and Sexuality Education on the Basis of Mother's Education

MOTHER'S EDUCATION	Frequency Count	Percentage Distribution	Weighted Mean	Verbal Description
Elementary	61	18.53 %	3.88	Highly Acceptable
High School	128	38.91 %	3.91	Highly Acceptable
College	118	35.87 %	3.99	Highly Acceptable
Post Graduate	22	6.69 %	3.78	Highly Acceptable
P-value		0.0277 (<i>Reject Null Hypothesis</i>)		

Table 20 is a presentation of the students' differences when they are grouped according to their mother's educational attainment. The group with the lowest mean is represented by the cluster whose mothers are post graduates while the cluster with the highest mean is from the group of students whose mothers are college graduates. The output of the ANOVA test proposed that there is significant difference that existed between the education of the mothers of the respondents and their degree of acceptability towards sex and sexuality education. The justification stated on the case of difference that exist between the father's education and the degree of acceptability may also be used as reason to justify why such difference existed. Parents who have high education are more likely to help their children be informed and to help them understand complexities which they face in their everyday life. This finding like, the results from the preceding table is also supported by the findings of Hashimoto, Shinohara, Tashiro, Suzuki, Hirose & Ikeya (2012).



Table 21. Degree of Acceptability on Sex and Sexuality Education on the Basis of Total

Household Monthly Income				
TOTAL HOUSEHOLD MONTHLY INCOME	Frequency Count	Percentage Distribution	Weighted Mean	Verbal Description
Below 5,000	104	31.61 %	3.85	Highly Acceptable
5,001-10,000	107	32.52 %	3.87	Highly Acceptable
10,001-15,000	62	18.84 %	3.99	Highly Acceptable
Above 15,000	56	17.03 %	3.72	Highly Acceptable
P-value	0.0211 (Reject Null Hypothesis)			

The table above provides for the degree of acceptability that students have when they are grouped according to their total household monthly income. The highest mean is represented by the group of students whose family have a monthly income of 10,000-15,000 while the lowest mean is from the cluster whose families has a monthly income of higher than 15,000. The outcome of the P-value produced a figure lower than the alpha level and consequently means that there is a correlation between how students accept sex education when compared according to their monthly income. This finding is supported by the research conducted by De Jose (2013) which suggests that monthly income of the student's family has correlation with that of the sexual attitude. This research also submits that the monthly income has significant effect on the degree of acceptability on sex and sexuality education to be incorporated in the present curricula.

Table 22. Degree of Acceptability on Sex and Sexuality Education on the Basis of Parents'

Living Arrangement				
PARENT'S LIVING ARRANGEMENT	Frequency Count	Percentage Distribution	Weighted Mean	Verbal Description
Parents' Living Together	264	80.24 %	4.10	Highly Acceptable
Parents' Not Living Together	65	19.76 %	3.21	Acceptable
T-value	0.0001 (Reject Null Hypothesis)			

The table presented above provides for the necessary information regarding the degree of acceptability of students on the inclusion of sex and sexuality education to become part of the curricula. The perception of the two groups has a significant difference as based on the weighted mean presented above. The value of the T-test returned a number which indicates that there exist a significant difference between the students when they are grouped



according to their parent's living arrangement. The reason why such family profile affect the degree of acceptability of students is also similar with the probable explanation in the situation that exist between the sexual attitude of the respondents when grouped with the same profile.

Table 23. Degree of Acceptability on Sex and Sexuality Education on the Basis of Living Arrangement

LIVING ARRANGEMENT	Frequency Count	Percentage Distribution	Weighted Mean	Verbal Description
Living with Parents	272	82.67 %	3.43	Acceptable
Not Living with Parents	57	17.33 %	3.50	Highly Acceptable
T-value	0.3206 (Accept Null Hypothesis)			

The above-presented table suggest the difference between students' degree of acceptability as based on their living arrangement. As may be seen from the table, the mean difference of both groups is at a very low degree in which the gap is only .07. The output of the statistical test suggested that such grouping do not have a difference and such result implies that the null hypothesis must be accepted or supported. This deduction is parallel with the finding by De Jose (2013) which explains that parents' living arrangement does not correlate with the sexual attitude of the respondents and this research also denotes that such variable has no correlation with the mentioned profile.

Table 24. Degree of Acceptability on Sex and Sexuality Education on the Basis of Ethnicity

ETHNICITY	Frequency Count	Percentage Distribution	Weighted Mean	Verbal Description
Itawis	60	18.24 %	3.76	Highly Acceptable
Ilocano	184	55.93 %	3.77	Highly Acceptable
Ybanag	33	10.03 %	3.76	Highly Acceptable
Others	52	15.80 %	3.74	Highly Acceptable
P-value	0.9789 (Accept Null Hypothesis)			

The table shows the difference on the degree of acceptability of students towards sex and sexuality education on the basis of their ethnic group. The group of "others" which represents ethnic groups which are unstated have the lowest mean. The highest mean on the other hand is from the Ilocano group. The P-value yielded a figure which denotes that no



difference exist on the degree of attitude of respondents even when they are grouped according to their ethnicity. The same justification may be used to reason out such result as stated on the case of the difference between the students sexual attitude when grouped within the same profile.

RELATIONSHIP OF SEXUAL ATTITUDE AND DEGREE OF ACCEPTABILITY

Table 25. Attitude toward Sexuality and Degree of Acceptability on Sex and Sexuality Education

Question Number	Sexual Attitude	Verbal Description	Degree of Acceptability	Verbal Description
1	2.52	Liberal	3.88	Highly Acceptable
2	2.67	Liberal	3.80	Highly Acceptable
3	2.71	Liberal	3.72	Highly Acceptable
4	2.97	Liberal	3.70	Highly Acceptable
5	2.62	Liberal	3.57	Highly Acceptable
6	2.55	Liberal	3.68	Highly Acceptable
7	3.18	Liberal	3.71	Highly Acceptable
8	3.18	Liberal	3.74	Highly Acceptable
9	3.01	Liberal	4.12	Highly Acceptable
10	2.73	Liberal	3.30	Acceptable
11	3.35	Liberal	4.09	Highly Acceptable
12	2.69	Liberal	4.03	Highly Acceptable
13	2.16	Moderately Liberal	3.83	Highly Acceptable
14	3.27	Liberal	3.76	Highly Acceptable
15	2.19	Moderately Liberal	3.53	Highly Acceptable
16	3.11	Liberal	3.84	Highly Acceptable
17	3.85	Highly Liberal	4.06	Highly Acceptable
18	2.01	Moderately Liberal	3.96	Highly Acceptable
19	3.07	Liberal	3.90	Highly Acceptable
20	3.50	Highly Liberal	3.86	Highly Acceptable
Weighted Mean	2.86	Liberal	3.80	Highly Acceptable
Pearson Correlation Coefficient			0.3181 (<i>Accept Null Hypothesis</i>)	

Table 25 shows the weighted means of every question contained in the questionnaire. The highest mean on the sexual attitude of the respondents can be found in question number seventeen which asks whether or not there is nothing wrong with having knowledge about menstrual cycle and the active or inactive period of a woman. The lowest mean yielded by



the questions for sexual attitude is from question number eighteen which contains a question asking whether or not there is nothing wrong with a person having an STI/STD/HIV/AIDS and other similar sexually transmitted illnesses. On the other hand, the highest mean for the degree of acceptability is found in question number nine. Question nine asks whether or not students are willing to learn about STI/STD/HIV/AIDS and other similar sexually transmitted illnesses and their effects to our health. Question ten reveals the lowest mean which asks the students' willingness to learn how the reproductive system of both sexes function.

The mean for the sexual attitude of the students denotes that students of CBEA are liberated. As a general interpretation, students highly accept the incorporation of sex and sexuality education in the curricula.

The Pearson correlation coefficient indicates that there exist a weak positive linear relationship between the attitude of respondents towards sexuality and their degree of acceptability toward the incorporation of sex and sexuality education in the present curricula. This leads to the acceptance of the stated null hypothesis.

The dissimilarities and resemblances of the findings compared to the earlier researches mentioned may be brought about by the differences on the number of respondents, the research methodology, the statistical instruments used and the locale of the study. These factors may adversely affect the outcome of the findings of this research when compared to other researches.

SUMMARY OF FINDINGS

This study was purposely conducted to know the attitude of students toward sexuality and their degree of acceptability toward the incorporation of sex and sexuality education in the curricula. Various factors and variables were considered to know whether or not there is a correlation and difference on the sexual attitude of the respondents.

The existence of a significant difference is analysed when the students are grouped according to gender, age, year level, civil status, religion, father's education, mother's education, total household monthly income, parents living arrangement, living arrangement and ethnicity. The relation between their degree of acceptability on sex and sexuality education was also correlated with the same profile variables. Lastly, the identification of a



significant relationship between the students' attitude and acceptability was also included as part of the study.

The respondents were randomly chosen from the College of Business Entrepreneurship and Accountancy having a total number of three hundred twenty-nine (329) and are enrolled in the six courses offered by the college.

The research design employed by the respondents was the quantitative correlational approach. This design was purposely sought to fit into the problems stated and to analyse the differences and relationships that exist between each variable. The instrument used to gather the data was a structured questionnaire.

The number of female respondents accumulated to two hundred forty-nine while the males accounted to eighty. There were five (5) who were aged 16-17, two hundred thirty were 18-19 years of age and ninety-four were aged 20 and above. Among them, sixty-four are from the 2nd year, one seventy-six from the 3rd year and eighty-nine from the 4th/5th year. There were three hundred twenty-four unmarried and five married. Ninety-two of them were non-Catholics while two hundred thirty-seven are Catholics. There were seventy one whose fathers are elementary graduates, one hundred thirty-two finished high school, one hundred ten college graduates and sixteen have taken post graduate courses. On their mother's education, sixty-one are elementary graduates, one hundred twenty-eight finished high school, one hundred eighteen finished college and twenty two finished post graduate courses. One hundred four of them has a total household monthly income of below 5000, one hundred seven earns 5,000-10,000, sixty two have an income of 10,001-15,000 and fifty six have a total earnings amounting beyond 15,000. Students whose parents are living together were two hundred sixty-four and sixty-five of them have parents which do not live together. Two hundred seventy-two are living with their parents and fifty-seven do not. All in all, sixty were Itawis, one eighty-four were Ilocanos, and thirty-three were Ybanags and others who do not belong to the three mentioned ethnic groups accounted to fifty-two.

The result of the finding suggests that there exist a difference in the sexual attitude of the respondents when grouped according to their gender, religion and parents' living arrangement. However, variables including age, year level, civil status, father's educational attainment, mother's educational attainment, total household monthly income, living



arrangement, and ethnicity have no correlation with the attitude of respondents toward sexuality.

When grouped according to their age, year level, civil status, religion, fathers' educational attainment, mother's educational attainment, total household monthly income and parent's living arrangement, a significant difference was seen on the degree of acceptability of students on the incorporation on sex and sexuality education. Gender, living arrangement and ethnicity on the other hand does not yield a significant difference on the students' degree of acceptability.

Generally, as based on the findings, students were assessed as "liberal" when it comes to their sexual attitude and have high acceptance to sex and sexuality education.

CONCLUSIONS

Based from the foregoing findings, the researchers thereby conclude that the students were found to be liberal on terms of their sexual attitude and have high acceptability toward the incorporation of sex and sexuality education in the curricula.

RECOMMENDATIONS

Based from the foregoing findings, the researchers thereby give the following recommendations:

1. Sex and sexuality education should underscore better the plight on how students perceive persons with sexually transmitted illnesses and diseases.
2. Sex and sexuality education should be included in the curriculum for the tertiary level.

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