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Perceptions of Senior High School Students on Comprehensive Sexuality Education

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Abstract

Comprehensive Sexuality Education (CSE) is widely endorsed by several global organizations to promote adolescent development. However, in the Philippines, concerns about its implementation persist: parental resistance, cultural norms, and policy disputes. This qualitative study aimed to explore senior high school students' perceptions of it. It focused on their thoughts on its introduction, the aspects shaping their beliefs, and the challenges they anticipate. This research employed a descriptive phenomenological approach in which 15 informants aged 16-19 are purposely selected. To gather the qualitative data, semi-structured interviews were conducted and analyzed through a thematic analysis. This study revealed strong support for CSE in minimizing teenage pregnancy rates and improving correct sexual health knowledge. The informants emphasized that cultural and familial norms, parental disapproval, and sensitivity to sexual topics are potential barriers to introducing CSE. The informants also highlighted some concerns, such as students not taking the matter seriously if CSE is introduced too early. Including age-appropriate rollouts is one of the themes discovered in this study. Lastly, community and parental engagements, together with teacher preparedness and training, can ensure an effective, respectful CSE learning environment.

Keywords: Adolescent Sexual Health, Comprehensive Sexuality Education (CSE), Senior High School Students, Teenage Pregnancy

Introduction

Comprehensive Sexuality Education (CSE) is a globally known approach to educating children about relationships, sexuality, and sexual health, which are essential for their health and well-being. International organizations like the United Nations Educational, Scientific and Cultural Organization (UNESCO), World Health Organization (WHO), United Nations International Children's Emergency Fund (UNICEF), and United Nations Population Fund (UNFPA) support CSE as an essential element of adolescents' development. With CSE, young people cultivate respect and dignity from a young age and make informed decisions. It helps them understand their body, relationships, and values, how to avoid oppression, sexually transmitted infections (STIs) including Human immunodeficiency virus (HIV), teenage pregnancy, and adhere to international values of equality, love, and goodness (UNESCO, 2024). It also helps young people be ready and navigate their emotional and physical changes growing up, including puberty and adolescence. By teaching them respect, consent, and where to seek help, CSE lessens the likelihood of experiencing violence, exploitation, and abuse (WHO, 2023). Programs like CSE help children develop self-esteem and life skills that contribute to developing critical thinking, informed decision-making, and respectful and compassionate behavior (UNFPA, n.d.). Additionally, UNICEF (2024) emphasizes that CSE helps young individuals develop their understanding, skills, ethical values, and attitudes toward making informed, healthy, and respectful decisions regarding sex, relationships, and reproduction.

Countries like the Netherlands and Sweden are often recognized as pioneers of CSE, which includes a holistic approach that underscores open communications, healthy relationships, and informed decision-making. Their curricula circulate various subjects —autonomy, contraception, sexually transmitted infections (STIs), relationships, and sexual orientations (Alexandra & Svensson, 2023; Versloot-Swildens et al., 2023). This emphasizes that CSE equips young individuals to make informed decisions about their sexual health and responsibly navigate relationships. However, some countries, like Honduras, Nigeria, Senegal, and Poland, resist the implementation of CSE due to religious beliefs, cultural values, and political orders (Humanists International, 2023).

A study by Ghimire (2023) shows that in Asia, sex education presents different challenges brought about by cultural sensitivity, religious beliefs, and conservative values. However, countries like Japan, South Korea, and Thailand have included sex education in their curricula, which underlines reproductive health, sexual consent, and gender equality. On the other hand, various religious landscapes, like Buddhism, Islam, Hinduism, and Christianity, influence the ideas about sex education. Accordingly, the changing behavior of young people in Asia was led by urbanization, globalization, and Western media. Exposure to different cultural norms has brought curiosity and the will to a more comprehensive sexual education. Moreover, sex education can also address gender stereotypes and foster gender equality.

Asian countries and societies oppose CSE for different reasons. Some believe that tackling CSE encourages young individuals to be sexually active since it may pique their curiosity. In addition, many have expressed that it will ruin Asian cultures and moral values, and it has been believed that CSE is ineffective because it is something that can be learned and understood when an individual grows up. These beliefs lead to preventing the

normalization of sex education in Asian countries (Loekman, 2022).

In the Philippines, CSE is a controversial topic. DepEd Order No. 31, series 2018 (DepEd Order No. 31 S. 2018) aims to increase the integral well-being of Filipino youth and efficiently resolve their needs for health and protection through education by ensuring that they are provided with vast information and suitable life skills that may prosper gender equality and empowerment, enlighten their values and attitudes, and lessen risks connected to poor health outcomes. Thus, CSE can enable Filipino youth to obtain their full potential. However, in a recent senate hearing on basic education, the implementation of CSE under DepEd Order No. 31 was being reviewed since it is 'confusing' (Cruz, 2025).

According to President Marcos (2025; as cited in INQUIRER.net, 2025), implementing comprehensive sex education in the country is crucial. Senate Bill No. 161, also known as the Prevention of Adolescent Pregnancy Act of 2019, introduced by Senator Risa Hontiveros, aims to organize a national policy to prevent teenage pregnancy and give social protection to teenage parents. It orders the establishment and execution of age-appropriate CSE in schools, communities, and other youth institutions. Its goal is to normalize the discussions of adolescents' sexuality and reproductive health, eliminating stigma and providing young people with knowledge and skills to make better decisions. Thus far, upon reading Senate Bill No. 1979, or originally Senate Bill No. 161, Marcos called it 'woke' and 'abhorrent' (France, 2025). He also pledges that if the bill included such absurdities, it would not have any chance and would immediately be vetoed (Bordey, 2025).

Additionally, former chief justice Maria Lourdes Sereno said that CSE is a set standard of international organizations (WHO and UNESCO), which means instructing students about solo and mutual masturbation, gender fluidity, and sexual rights. Sereno also expressed that the bill does not focus on "Filipino Sexual Education," which indicates a lack of cultural sensitivity. Nonetheless, WHO clarified that CSE does not promote masturbation; the point is that when young people are well informed about their sexuality, sexual health, and rights, it helps them to delay the onset of sexual activity (Abanto, 2025).

Alajar et al. (2023) state that students agree to the inclusion of sex education as an exclusive subject in the education system of the Philippines. However, Hungo and Casinillio (2023) believe that parents are strongly discouraging sex education in terms of mental, emotional, moral, psychological, and social aspects. Though sex education has contributed positively to a sexual understanding of students and favorable sexual attitude (Azarraga et al., 2021) and the Department of Education has incorporated elements of CSE into the curricula, its implementation and effectiveness remain a conflict, with essential variation in access and acceptance over different communities.

This qualitative research aims to investigate the perceptions of Taal High School Senior High School students towards comprehensive sexuality education (CSE) in the Philippines. Understanding these viewpoints is essential for developing more efficient and culturally responsive CSE programs that align with the needs and fulfilments of Filipino youth. The results contribute to a broader understanding of the challenges and opportunities in fostering sex education where cultural and religious values greatly influence attitudes regarding sexuality. Finally, this study seeks to promote evidence-

based development to CSE programs in the Philippines, fostering the well-being and empowerment of Filipino youth.

Statement of the Problem

This study aims to explore the perceptions of senior high school students at Taal High School regarding Comprehensive Sexuality Education.

Specifically, this research seeks the following questions:

1. What do senior high school students know or have heard about CSE?
2. How do they perceive the idea of introducing CSE in schools?
3. What factors shape their opinions or feelings on CSE?
4. What challenges or concerns do they perceive might arise if CSE were introduced in schools?
5. What suggestions or improvements do they propose for introducing or teaching CSE?

Methods

This study utilizes qualitative, descriptive, and phenomenological research to explore the perceptions of senior high school students on Comprehensive Sexuality Education (CSE) at Taal High School. A qualitative approach is used in this study to capture the complexity and richness of the informants' experiences. The descriptive phenomenological approach utilized in this study is particularly the most suitable approach for exploring the perceptions of senior high school students toward Comprehensive Sexuality Education (CSE) since it highlights describing and interpreting the informants' lived experiences and perspectives as regards a phenomenon they have not yet experienced in a formal school setup. In addition, a phenomenological design lets the researchers discover and analyze the importance of senior high school students' perceptions in their context. Since this approach prioritizes depth over breadth, it can emphasize the informants' words and meanings, making the chosen design the best pick. By focusing on the observed phenomenon, the opinions, and perceptions of CSE, this research can give relevant insights into the factors that shape these views, even before a formal CSE program's implementation.

The study is conducted at Taal High School, a public school in Bocaue, Bulacan, which caters to students from different socio-economic backgrounds. The researchers target a population of senior high school students aged 16 to 19. Since this research seeks to obtain extensive perceptions of a specific group, a purposive sampling method is used, ensuring that the informants meet the inclusion criteria: [a] must be enrolled in the research locale as a senior high school student, [b] age range between 16 to 19 years old, [c] willing to participate in an interview and able to provide informed consent (in case minors are interviewed, parental consent assents), and [d] the informants must have at least a basic knowledge on CSE. Approximately 15 informants are recruited to obtain sufficient knowledge while considering a manageable data set for analysis.

A researcher-made semi-structured interview guide is utilized and validated by experts to ensure its validity. The interview guide questions are reflected in the research problems to ensure that they can achieve the objectives of this study. In addition, the questions are crafted using both English and Filipino. Semi-structured

interviews are used to collect data primarily. The researchers interviewed the participants one by one, lasting approximately 10-15 minutes – enough time for the informants to share their thoughts freely while keeping the interview sessions focused. Before the interview, the researchers give orientations on the study's purpose and the required written consent or assent. With their permission, the interviews are audio-recorded for transcription to ensure the accuracy of the data analysis.

The collected data are analyzed through coding and theming. First, as the interviews are conducted, they are recorded for transcription verbatim. After the interviews, the researchers read the transcriptions to familiarize themselves with the gathered data. Then, initial coding is used to label preliminary ideas that show significant statements and phrases. It is then categorized based on similar concepts, forming broader themes. The researchers have reviewed and refined the broader themes to finally set three (3) to five (5) significant themes with direct quotations from the informants to demonstrate and aid the findings. These major themes are arranged in accordance with the order of the research questions.

RESULTS AND DISCUSSION

This research paper explores senior high school students' perceptions of Comprehensive Sexuality Education (CSE). The findings are presented and organized around five key interview questions with emerging themes for each question. Informant codes like I1, I2, I3, ... refer to the informants of this study.

Question 1 : “What do you know or have heard about Comprehensive Sexuality Education (CSE)?”

Theme 1.1 : *Foundational Knowledge on Sex and Relationships*

I14 : “Ang nalalaman ko po tungkol doon is... tinuturo sa mga bata para mas lumawak pa po ‘yung kaalaman nila tungkol sa sex.”
(What I know about it is that... it is taught to children so they can broaden their knowledge about sex.)

I2 : “Para sa akin, CSE ay parang pag-aaral kung paano dapat pinag-aaralan ‘yung sex education sa isang paaralan.”
(For me, CSE is like studying how sex education should be studied in a school.)

I7 : “Alam ko na ituturo dito ‘yung do’s and don’ts, pati ‘yung reproductive system natin.”
(I know that the do’s and don’ts are taught here, as well as our reproductive system.)

Informants, who are students, frequently describe CSE as basic or foundational instructions in bodily awareness, respectful relationships, and sexual health. This aligns with how UNESCO (2017) defines CSE as a holistic sexuality education that covers both the biological and emotional aspects of sexuality. Since the informants view CSE as a foundational knowledge, informants highlight the potential of CSE as an essential factor to equip them with essential life skills.

Theme 1.2 : *Minimizing Teenage Pregnancy*

I4 : “Gusto nilang ipatupad para ma-minimize ‘yung teenage pregnancy.”

(They want to implement it so that teenage pregnancy can be minimized.)

I2 : “Napakaganda nito lalo na sa lumalaking issue ng teenage pregnancy... para aware tayo sa ginagawa natin.”

(This is really good, especially given the growing issue of teenage pregnancy... so that we can be aware of what we are doing.)

Many informants have cited that CSE is directly linked to preventing or decreasing teenage pregnancies, which is also an aim of some local policy initiatives to address alarming early pregnancy rates (e.g. Senate Bill No. 161). This perspective underlines how CSE can discuss the public health dimensions, in which the informants expect to be educated with accurate information about contraception, consequences, and responsible decision-making that can control early pregnancy in the community.

Question 2 : “How do you feel about the idea of introducing CSE in schools?”

Theme 2.1 : *General Support*

I1 : “Okay lang sa akin magkaron para naman ma-prevent ‘yung teenage pregnancy.”
(It is okay with me to have it, so teenage pregnancy can be prevented.)

I4 : “Agree ako kasi malaking tulong ‘yan sa mga students para alam nila ‘yung dapat at hindi.”
(I agree because it is a big help for students to know what they should and should not do.)

I6 : “Para sa’kin okay lang na magkaroon ng ganon... para maging aware yung mga students lalo na yung mga kababaihan na maiwasan nga yung teenage pregnancy.”
(For me it is okay to have something like that, so that the students, especially the women, can be aware of how to avoid teenage pregnancy.)

I10 : “Mahalaga na magkaroon ng ganito... para makagawa ng tamang desisyon sa katawan at buhay.”
(It is important to have something like this... so we can make the right decisions about our bodies and lives.)

Most of the interviewed informants are in favor of introducing CSE, since for them, it can benefit many in fostering awareness and responsible attitude and behavior. Overall, the informants suggest that senior high school students are believed to have more readiness to engage in such discussions on sexuality, which can be an important consideration for educational planners.

Theme 2.2 : *Sensitivity and Age Appropriateness*

I3 : “Uhm... sa senior high school students, komportable siya, pero sa mas bata, baka hindi pa masyadong okay.”
(Uhm, it is fine for senior high school students, but for younger ones, it might not be quite okay.)

I12 : “Napaka-sensitive niyang topic na ituro sa mga bata, pero okay lang din para magkaroon ng kaalaman.”
(It is a very sensitive topic to teach children, but it is still acceptable as a way for them to gain knowledge.)

I6 : “Siguro for me, bagay sya ilagay sa mga senior high students kase masyado pang mga bata ang isip ng mga junior high”

(Maybe for me, it is appropriate to put it in senior highs because the minds of junior highs are too young)

I9 : “Siguro ‘yung iba matatawa lang, ‘di nila seseryosohin kung masyado pa silang bata.”

(Maybe some will just laugh; they will not take it seriously if they are too young.)

It has been seen that the informants show huge support on CSE, however, many emphasized the sensitive nature of discussing sex in a classroom. Many of the informants also highlight that older students, Grades 10 – 12, are less likely to treat the said discussion as a joke since they are more mature. This perspective opens the discussion, highlighting the need for a careful approach the need to age-appropriate content and cautious lesson planning. Also, considering the consistency with DepEd Order No. 31 that encourages lessons to be tailored to the students’ developmental stage. This supports the idea that the WHO (2023) has, believing that children and adolescents have the right to be educated in an age and developmentally appropriate manner.

Question 3 : “What factors shape your opinions or feelings about CSE?”

Theme 3.1 : *Personal or Vicarious Experience with Early Pregnancy*

I3 : “May kaibigan akong buntis... hindi pa sila ready, kaya maganda talagang ituro ‘yung CSE.”
(I have a pregnant friend... they are not ready yet, so it is really good to teach CSE.)

I14 : “Meron akong mga kamag-anak na maaga nabuntis, kaya gusto ko ring mabawasan ‘yung teenage pregnancy.”
(I have relatives who got pregnant early, so I also want to reduce teenage pregnancy.)

One of the factors that shape the informants about CSE is their direct and/or indirect encounters with teenage pregnancy cases that highly influence their support for CSE. As they witness relatives and/or peers struggle with unplanned pregnancies make them believe that having a formal sexuality education can empower young people, especially the teens, to avoid similar challenges.

Theme 3.2 : *Cultural and Family Norms*

I12 : “Napalaki tayo na hindi masyadong napag-uusapan ‘yung tungkol sa sex... kaya hindi siya masyadong acceptable.”
(We were raised without much discussion about sex... so it is not really acceptable.)

I13 : “Maaaring tumutol ‘yung mga magulang... baka masyado raw bata pa.”
(Parents might object... maybe they think that their children are still too young.)

I3 : “May iba pa ring naniniwalang ‘bastos’ pag-usapan ‘to sa school.”
(Some still believe that it is “inappropriate” to discuss this at school.)

It has been undeniable that the informants have observed some cultural taboos and family attitudes as obstacles to open discussions about sex. This has proved that though we are already living in modern society, there is still a social stigma attached to sexual topics in many Filipino communities. Informants have described the needs for CSE, but there should also be the need for careful communication and respect for cultural norms.

Question 4 : “What challenges or concerns might arise if CSE were introduced in schools?”

Theme 4.1 : *Parental / Community Resistance*

I11 : “More likely sa parents ‘yan... kasi sensitive ‘yung usapan na ‘yan.”

(That is probably more of a parental issue... because that conversation is sensitive.)

I14 : “May mga magulang na feeling nila ‘di dapat ituro sa mga bata.”

(Some parents feel that it should not be taught to children.)

Many have expressed concerns for parental disapproval, reflecting how deeply held beliefs that sexual matters should still remain private. This concern emphasizes the important roles of community engagement, including open orientation sessions for parents, to fully clarify that CSE aims to educate, and not to encourage sexual activity.

Theme 4.2 : *Students Not Taking It Seriously*

I4 : “Siguro gagawing katawanaan ng ibang estudyante... hindi nila sineseryoso.”

(Maybe some students will treat it as a joke... they will not take it seriously.)

I9 : “Hindi siya seseryosohin ng mga bata... mas okay ‘pag mas matured na.”

(Children will not take it seriously... it is better when they are more mature.)

I10 : “May iba na magiging ‘joke time’ lang... hindi nila iintindihin nang tama.”

(Some will just treat it as a joke... they will not take it seriously.)

It has been mentioned in previous themes that age should be considered when implementing CSE. The reason behind that is that many informants worry that students, especially those who are in the younger levels, might laugh at sexual topics, making it a laughing matter. This idea underscores the need for the implementers, especially the teachers, to be well-trained, who can set a respectful tone and highlight the importance of the subject matter. Proper classroom management and mature facilitation can mitigate these concerns.

Question 5 : “What suggestions or improvements do you propose for introducing or teaching CSE?”

Theme 5.1 : *Age-Appropriate Rollout*

I3 : “Siguro mas okay siya ituro sa senior high... kasi sila ‘yung mas may kakayahang mag-comprehend.”

(Maybe it is better taught in senior high... because they are the ones who have a greater ability to comprehend.)

I9 : “Dapat may step-by-step... simulan sa basic hanggang malalim na part.”

(There should be a step-by-step process... starting with the basics and progressing to more advanced parts.)

I3 : “Hindi pa handa ‘yung mas bata, so mas maganda ‘pag Grade 10 to 12.”

(The younger ones are not ready yet, so it is better if it is for Grades 10 to 12.)

Most informants suggest focusing on older students since they are deemed to be more mature and likely to take the lessons seriously. Also, large numbers of informants recommend a gradual approach to teaching the topics, beginning with fundamental concepts before moving to more sensitive topics.

Theme 5.2 : *Teacher Preparedness and Parental Involvement*

I2 : “... I-una natin sa mga magulang... para mas expose na rin nila sa mga bata ‘yung gano’ng pag-aaral.”

(Let us prioritize the parents first so that they, in turn, can expose the children to that kind of education.)

I14 : “Dapat ‘yung teacher sobrang aware sa nangyayari... buo ‘yung idea para maiparating nang maayos.”

(The teacher should be fully aware of what is happening... with a complete understanding, in order to communicate it effectively.)

Informants have stressed teacher training to ensure that these educators can confidently handle sensitive questions, even the early parental involvement to prevent protests. With the help of these well-trained CSE teachers through clarifying CSE’s contents and goals, schools can build trust and support among families, which can improve the acceptance and effectiveness of the said program.

Synthesis

The study presents the intricate interplay of the perspective of students on comprehensive sexuality education (CSE), showing both support and worries about its application. While most students were in favor of CSE in schools due to their perceived potential in how it can increase knowledge and promote a responsible attitude, particularly when it comes to addressing teenage pregnancy, their support is often associated with concerns about how sensitive the discussion of sex is in the classroom. A study by Myat et al. (2024) found that a well-implemented intervention of CSE can indeed affect the use of contraceptives and unplanned pregnancies.

One of the most common themes is the importance of CSE in providing students with fundamental knowledge regarding sex, relationships, and sexual health. To address teenage pregnancy specifically, informants emphasized the significance of responsible decision-making, the consequences of sexual activity, and correct knowledge about contraception. Similarly, Todd and Black (2020) emphasize that it is essential to provide adolescents with access to a vast range of contraceptive processes and recommendations to make sure that they can make better decisions regarding their reproductive health. The personal or vicarious experiences of an unplanned pregnancy from friends or family members are the root of their support in CSE. Nevertheless, the sensitive nature of sexually related discussions in classrooms shows a strong counterpoint. Even though informants commonly think that senior

high school students are mature enough for this type of discussion, concerns still prevail on the potential disapproval from parents and communities with deep beliefs towards the privacy of sexual matters. Motsomi et al. (2016) show that some parents believe that school goes beyond when it comes to teaching sexuality. They might feel that it is their job and authority to instruct their children when it comes to sensitive matters or topics.

According to the study by Wangamati (2020), these challenges can be addressed through open communication, respect for customs, and orientation sessions for parents that make the educational goal of CSE clear. Furthermore, it is crucial to ensure the preparedness of teachers since they require training to deal with sensitive inquiries and develop a polite learning environment that emphasizes the importance of the subject matter (Shibuya et al., 2023). The efficient implementation of CSE requires a comprehensive strategy in order to address both the educational needs of students and the concerns of parents and communities (Jones & Witney, 2022).

Conclusions

The findings of the study show the nuanced and diverse perceptions of senior high school students at Taal High School towards Comprehensive Sexuality Education (CSE). Despite the evident need for CSE and the students' acknowledgement of its potential in enhancing their knowledge and skills, its implementation presents challenges due to cultural and religious viewpoints. The results highlight the strong desire to a more deeper and open conversation about sexuality, that extends beyond biological process to involve relationships, consent and sexual health. This suggests the need for age-appropriate resources and information that provide a wider scope of topics associated with students' everyday lives. Nevertheless, the influence of tightly bound idea and traditional values frequently hinder open communication, making people uncomfortable and awkward when discussing sexual issues within classroom setting (Chavula et al., 2022). The study emphasized the need of an effective method that promotes a safe and positive learning environment while recognizing and valuing cultural sensitivity. To be able to build trust and understanding with the goals and benefits of CSE, teachers, community members, religious figures and parents must collaborate together. It is crucial to provide teachers with the training, tools, and support they require to deliver an age-appropriate content in a way that is culturally sensitive and respectful (Jeong et al., 2023). Furthermore, various learning styles and cultural context can also be accommodated by utilizing different kinds of communication techniques, like active classes, collaborative learning initiatives, and interesting media content (Braunsdorf, A., 2024). Promoting a sense of trust and security for students involves establishing a learning environment which encourages open communication, respect for different views and an open mindset towards sexuality and reproductive health. Based on the findings, a commitment in promoting an inclusive, open-minded, and respect for cultural and religious values is essential for the effective implementation of CSE in the Philippines. It is possible to build a more positive setting for successful CSE by responding to the needs and concerns of students, teachers, parents, and communities. This will ultimately empower Filipino young people the knowledge and skills they need to make responsible decision about their sexual health and well-being.

Implications

This research has found that senior high school students at Taal High School generally support introducing Comprehensive Sexuality Education (CSE), mainly because of the prevention of teenage pregnancy and the need to be accurately informed about sexual health and relationships. However, the informants of this research have also emphasized the sensitive nature of this topic, especially to young students, not to mention the anticipation of parental resistance and the possibility of students not taking the topic seriously. The informants have recommended that this be introduced considering its appropriateness to the learners' age and that the educators who will implement this have to be well-prepared to ensure respectful and practical instructions.

The findings of this study contributed to existing literature, as they discovered that sexual behavior and decision-making of adolescents are shaped by family norms, peer influence, and sociocultural factors; according to Bronfenbrenner's theory (2013), health behaviors are shaped by the interplays of individual, familial, and community factors.

Though some global organizations like UNESCO and WHO have advocated universal principles on CSE, this study implies that cultural and familial norms are adding factors to contextualizing sexuality education. Therefore, this study emphasizes the need for a more culture-specific theoretical model of sexuality education, as it has to be adapted to local values and community expectations.

This investigation also indicates the need for the family systems and social learning perspectives to be involved in CSE, as they hold a vast role in shaping an individual's perceptions by providing school linkages to parents and the community through some dialogues and interventions. The results and discussion emphasize data concerning the anticipated strong disapproval from parents and the community. Encouraging parents to reinforce CSE learning at home can make CSE delivery effective.

Based on the results of this study, the qualitative data strongly suggest targeting senior high school students for CSE content. In addition, junior high school students may be introduced to CSE as long as it is tailored and adapted to their age.

This study implies that educational agencies and authorities invest in training teachers who handle such sensitive discussions well. Equipping these educators through workshops and training can help them deliver CSE effectively as they develop strategies appropriate for the task.

Recommendations

For future researchers, examining the perception of lower grade levels—such as those in Junior high school (JHS) to Elementary—together with parents about comprehensive sex education (CSE), to gain more understanding of the varying needs and concerns from different age groups. A comparative study investigating the view of people in urban and rural setting is also crucial. Focusing on the perspective of religious communities (e.g. Mindanao), ethnic communities (e.g. Ifugao), or ethnic groups (e.g. Aeta, Lumad), recognizing the essential cultural distinction across the country. Additionally, assessing the preparedness of teachers in discussing CSE is important. This involves examining their level of training on CSE, attitudes towards the topic, and resources available. Recognizing these perspectives will help with the establishment of efficient, culturally sensitive, contextualized CSE programs which enhance the well-being of all Filipino young people.

Bio-Notes

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