



RESEARCH ARTICLE

SEXUALITY EDUCATION: A WAY FORWARD TOWARDS ENHANCED BIOLOGY
CURRICULUM DELIVERY

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ABSTRACT

Equipping individuals with sex-related information, motivation and behavioral skills is the main objective of sexuality education. It will enable the people especially the youth to avoid problems related to sexuality and to achieve sexual well-being aspects. This study evaluated the effectiveness of sexuality education integration among 100 students of Grade 10 Biology instruction in relation to student's performance at Pinamungajan National High School. Quantitative and qualitative designs were used to determine the entry and exit knowledge of the students on sexuality education, looked into the pre and post-test performance of the students, the pre-post mean gain in integrating sexuality education, the module that was developed used for effective integration and the challenges met by the teacher in integrating sexuality education. The study was limited only to the Grade 10 students because reproductive system is being taught in Biology 10 instruction and it's a good avenue for sexuality education integration. With the use of a researcher-made module in integrating sexuality education in reproductive system, the level of student's awareness towards the cause and effects of early sexual activity and HIV spread increases for there was a significant difference between the pre-test and post-test mean gain of the students. The result of the evaluation of the integration indicates that sexuality education is a way forward towards enhanced Biology Curriculum Delivery. Since teenage pregnancy and HIV spread is rapidly increasing, there is a need now that teachers should start integrating sexuality education emphasizing teenage pregnancy and HIV spread to the students. This is one good intervention in delaying sexual activity, preventing them from the effects or risks caused by early sexual activity, help restore their values thus increase their self-efficacy towards decision making.

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INTRODUCTION

The formation of Christianity in the Philippines started during the Spanish regime. Since then, Roman Catholicism became the religion of most Filipinos and like other religions; it also became the basis of morality in the society. Sex before marriage is one of the things that is considered immoral among Filipinos. Thus, a young woman must keep herself chaste and pure for virginity is the greatest gift a woman can give to her husband. However, considering the change we have right now such as programs shown nowadays in the media and the what we call "freedom-loving" generation, it seems that virginity is no longer an important virtue. There is no doubt that media has a tremendous capacity to teach different from standard techniques, whether through televisions or computers but

excessive media use, particularly where the content is sexually explicit skews the child's world view, increases high risk behaviors and alter his or her capacity for successful, sustained human relationships (Villani, 2001). The increase change that the advent of technology brings, also increase the number of premarital sex and its effects not only in the Philippines but also in the world. These changes should also trigger the increase of intervention programs that gives awareness about the effects brought by early sexual activity to the people especially the young. According to Lloyd (2005), there is an increase number of young people to have sex before marriage most especially in many developing countries thus premarital pregnancy rates and HIV rates are increasing. Teenage pregnancy is a significant problem for it placed a number of the overall weight of disease due to early childbirth. According to Chantrapanichkul et al. (2013), pregnancy carries high risk of negative outcomes especially when the woman is at younger age. The National Demographic and Health Survey (NDHS) (2013), reveals that in the Philippines, one in ten Filipino women is bearing a child at the age of 15 and 19 and some of

them are already mothers. It also reveals that one in five Filipino women had engaged their sexual activity not later than 18. National Youth Assessment study (2010) showed that there is a high incidence of early sexual activity involves the 15-17 age groups. Moreover, the National Statistics Office (NSO) had records of high number of maternal deaths from 2001 until 2010. There were also 736 HIV Ab seropositive individuals reported to HIV/AIDS and Art Registry of the Philippines (HARP, 2016). This was higher compared to the same period last year. In Central Visayas, a nine-year old girl in Cebu became the youngest mother after she gave birth last 2015 at the Vicente Sotto Memorial Medical Center (VSMC). A 12-year old girl from Bogu City who gave birth after being identified by the regional population commission (Pop-Com-7) last 2014. PopCom-7 director Bruce Ragas said the rise in early pregnancy rates in Cebu is alarming, Ragas also added that with this rate, they are helping the Department of Education in implementing sex education in schools (Padayhag, 2015). Central Visayas, ranks sixth in the country where 2.7% are males and 1.3% are females engage in sexual intercourse before age 15 as based on PopCom-7 last 2013. In Region VII, there were 71 cases HIV Ab seropositive individuals reported to HIV/AIDS and Art Registry of the Philippines (HARP) and that accounts 10% of the total overall HIV/AIDS burden in the country. Moreover, Region VII ranked fourth with the highest percentage of HIV cases in the country.

A barangay school in the municipality of Pinamungajan (Lamac National High School) where the researcher was previously assigned had high cases on teenage pregnancy in school year 2014-2015. There were approximately ten teenage girls' ages 15-16 got pregnant, seven of them dropped out from school and two of them graduated with bumpy tummies. Another school in Pinamungajan (Pinamungajan NHS) which is the current teaching station of the researcher has also recorded cases of teenage pregnancy every year. According to Mrs. Bernadeth Atil Health in Charge, in the Municipality of Pinamungajan alone, there were approximately 150 recorded teenage pregnancies in the municipality, year 2015-2016 and these young individuals are also at STD risks such as HIV. Teenage pregnancy and HIV/STD are issues that need urgent intervention especially now that the country is already adapting the K-12 curriculum wherein students still need to take another 2 years to graduate in high school. Due to the increased risks brought by early childbearing and HIV spread, there is now a need to understand the situation to plan appropriate interventions. We have been very silent for the past years about the issues on teenage pregnancy and HIV spread and it's now time to take actions to lessen the problem caused by early sexual activity. Sexuality education could be a great help for it can play a major role in helping teenagers to restore their values and make healthy and responsible decisions. Since Sexuality Education is not yet part of the curriculum; the researcher wants to integrate it to subject relevant to it to give awareness to students about the effects of premarital sex.

Review of Related Literature and Studies

Integrating Sexuality Education Sector of the Philippines: Republic Act No. 10354, otherwise known as The Responsible Parenthood and Reproductive Health Act of 2012 pertain the implementation of sexuality information among national government, local government units (LGU's) and the private sector. It is stipulated in Section 3.

The Guiding Principles for Implementation: The State shall promote programs to ensure partnership among national government, local government units (LGU's) and the private sector in the designing, implementing, coordinating, integrating, monitoring and evaluating people centered programs to enhance the quality of life and for the protection of the environment. Lifelong learning process of giving relevant-age information and education on sexuality is how sexuality education is being defined under this law. Education on reproductive health has been taught in the basic education under K-12 program. Learners age seven and younger were taught about the different touché (good and bad) for these age groups are more susceptible to abuse and exploitation. The education department said the move to have sexuality education in accordance with the law that mandates the right to health and education for adolescents (Mateo, 2016). The DepEd stressed out that sexuality education is not about the sex thing, but more on the importance of reproduction, bodily care and hygiene, appropriate values and actions towards one another to avoid early sexual encounter (Gines, 2016).

Philippines Teenage Pregnancy, HIV and Health Related Risk Profile: There were 736 new HIV Ab seropositive individuals reported to HIV/AIDS and Art Registry of the Philippines (HARP) last March 2016. Department of Health (DOH) reveals that this was 10% higher compared to the same period last year wherein there were 667 HIV victims. Most of the 97% were males; more than half belong to the 25-34 year age group while 27% were youth aged 15-24 years. The regions with the highest number of reported cases for March 2016 were National Capital Region (NCR) with 284 (39%) cases, Region 4A with 94 (13%) cases, Region 3 with 82 (11%) cases, Region 7 with 71 (10%) cases and Region 11 with 9% cases. One hundred forty (19%) cases come from the rest of the country. Sexual contact (709), needle sharing among injecting drug users (IDU) and mother to child transmission were the reported modes of transmission (MOT). Eighty six percent (80%) of those transmitted through sexual contact were among males who have sex with males. A report from the Department of Social Welfare and Development (DSWD) shows that there had been high incidence of teenage pregnancies wherein the youngest recorded mother was a 13-year old girl. This triggers the DSWD to conduct Youth Development Session to address the alarming increase of teenage pregnancies.

They want to impart to the young women, particularly those in the high school bracket ages the effects of premarital sex and early childbearing. The 2013 Young Adult Fertility and Sexuality Study (YAFFS) revealed that the occurrence premarital sex has been increasing in the last two decades. Percent of youth who have engaged in premarital sex for males; from 31.2% in 2002 to 35.5% in 2013 for females; from 16% in 2002 to 28.7% in 2013. NCR, Region 3 and 11 are regions with high occurrence of premarital sex with 15-19 age groups. There are sexual behaviors specific to males; 5.3% of male youth had sex with another and 4.2% of male youth have engaged in anal sex. CAR, Region 2 and NCR are the regions with high prevalence of early childbearing. It is very clear that the percentage of early childbearing has been increasing for years. Teenage childbearing has sharply increased, likely as a result of higher premarital sexual activity, increase in prevalence of early sexual exposure, poor knowledge about reproduction (Natividad, 2013).

Teenage pregnancy is prevalent among the poor in the Philippines for two third of the babies were from teenage mothers.

Objectives of the study: The purpose of this study is to determine the awareness level of students towards teenage pregnancy and HIV illness and evaluate the effectiveness of Sexuality Education Integration in Biology topics such as Reproductive System for it will provide information about the effects of early sexual activity including HIV spread. Sexuality Education integration focuses on the negative effects of early sexual activity and how these effects destroy the overall well-being. It will also provide the students the information and skills they need to delay sexual activity, increase self-efficacy through values restoration, raise their morale and engage in mutually respectful relationships.

MATERIALS AND METHODS

The study used the quantitative and qualitative methods of research. Using a quasi-experimental design, two groups were used for the experimental design and these were determined through a purposive sampling. Both groups were given pre-test and post-test regarding Reproductive System with integration of sexuality education emphasizing the effects of early sexual activity including HIV spread and the ways to prevent it. In this particular study, the teaching strategies and methods inside the classroom were varied. The effectiveness of the intervention was determined qualitatively and quantitatively and compared statistically. The data were from the given pre-test, post-test, and focus group discussion. The average gain scores in the evaluations of both groups in their pre-posttest were compared. The locale of this study was in Pinamungajan National High School (PNHS). Pinamungajan NHS is a public institution located at Pandacan Pinamungajan Cebu, which is situated at the South-western part of Cebu. It is about 1 hour and 48 minutes or 52.5 kilometers from Cebu City via Cebu South road. Pinamungajan NHS has a land area of 19,812 sq. meters. The school has a student population of 2,741 of whom 449 are Grade 10 students. The respondents of the study were the Grade 10 students of Pinamungajan National High School. Using purposive sampling, one hundred Grade 10 students (2 sections) of PNHS, School Year 2016-2017 were used as respondents. They were the chosen respondents of the researcher since Reproductive System is being taught in Biology 10 and it is a good avenue in integrating sexuality education.

Table 1. Number of Respondents and Group of Students

Group of Students	Male	Female	Total
A	12	38	50
B	15	35	50
Total	27	73	100

This study used a researcher-made module wherein the topic is focused about the reproductive system and its health related risks. The module was developed vis a vis the K-12 curriculum guide utilized by the Department of Education where the content, content standard, performance standard and set of competencies are reflected. These parts gave the researcher the idea of using active and cooperative learning and teaching techniques such as inquiry-based learning, problem based learning that have become recognized as essential to constructivist learning.

The researcher added competencies wherein the learners will be able to learn and understand about the risks of early sexual activity and HIV spread. The researcher gathered reliable sources from books and online journals used as reading materials found in the module. The lessons are divided into five and each lesson has key concepts, activities and guide questions. The module has a strong emphasis on teenage pregnancy and HIV spread wherein the students learned the causes and were able to reflect on the consequences. The most essential part found in the module is valuing such as the value of chastity, integrity, dignity and the like. The students were reminded that moral values are important for their overall well-being. It provides structure in their lives like governing them in decision making and informed their thoughts, words and actions.

The researcher believed that most of the problems that the society is facing right now such as teenage pregnancy and HIV spread are indications of values degradation and negligence and in order to attain sustainable and successful human relationships, values restoration is a must for it generates behavior and help solve common human problems. In the module, a performance task is also reflected wherein students have to do something to share their insights about the risk of early sexual activity to other people especially the youth. This task will help the students realize how serious the problems are nowadays. The researcher adhere that the development of the module is of a great help for effective sexuality education integration (see appendix F). Another research instrument used was a 50 item multiple choice researcher-made test. This researcher-made test was used in administering the pre and post-test. The items found in it are taken from the discussions of the researcher using the researcher-made module. This researcher-made test was validated and pilot-tested to forty students who were not respondents of the study. Difficulties encountered by the students during the pilot-test were noted and the corrections in the test questionnaires were made after. The reliability of the test was determined using the Split-half formula and Spearman Brown formula.

The reliability coefficient was found to be 0.814. Another research instrument used was a seven- item open-ended questions for the interview. In choosing respondents for the interview, the top two and bottom two were chosen and this was identified after the pre-test scores were tallied. The interview was used to know the respondents' ideas towards sexuality education and their stand about sexuality education being integrated to Biology. After the post - test were tallied, the top two and bottom two were chosen for another interview. They were interviewed about their feelings or reflections towards the activities and discussion done by the researcher. The score for pre-test and post-test were used to solve the average gain scores of respondents to determine their achievement. The statistical treatment used was the T-test of Dependent or Correlated Means at 0.05 level of significance. This tested the difference between two mean scores of a single sample.

RESULTS AND DISCUSSION

The Students' Performance Level During Pre-test: Table 2 summarizes the performance of the students on integrating sexuality education in teaching Reproductive System during the pre-test taken on the first meeting of the third quarter.

Table 2. Performance Level During Pretest

Group	N	Mean	StDev	T Value	P-Value	Description
A	50	28.720	4.066	0.970	0.339	BA
B	50	28.080	3.691			BA
Difference	50	0.640	4.685			NS

Table 2 reveals that there is a low mean score in both groups. For the pre-test, the students in both experimental groups had a Below Average performance. The results shown above signifies that the students, actual performance in the pre-test did not come up to the expected mean since they have low prior knowledge on the topics given in the test. According to Hacker et al. (2005), individuals participating in behavior change interventions should be guided through stages; precontemplation, contemplation, preparation, action and maintenance. Change of perspective does not happen in an instant especially when it comes to one's behavior.

The students heard about the Reproductive Health Law in the Philippines through media sources but unfamiliar with its content. They gave the same thought like Reproductive Health Law is all about preventing the increase in population through family control and giving of contraceptives. These rumors give other students the idea of disliking the law since it contradicts their belief especially when it comes to their religion. Where in fact, the Responsible Parenthood and Reproductive Health Act of 2012 recognizes and guarantees the human rights of all persons including their right to equality, the right to sustainable development, the right to health, the right to education and information and the right to choose and make decisions for themselves in accordance with their religious convictions, ethics, cultural beliefs and the demands of responsible parenthood. It's clear that the law emphasizes human rights especially in making decisions in accordance with their beliefs.

The students did attend classes on sexual and reproductive systems but were only taught about the different male and female organs and their functions. Puberty was also discussed but did not encounter discussions about boy-girl relationship. The students wished to attend more classes about these topics to increase their awareness and deepen their knowledge especially on sexual and reproductive system. Though reproduction was taught or mentioned in subjects such as Science, Edukasyong Pagpapahalaga and MAPEH, sexual transmitted diseases (STD) and teenage pregnancy were given less priority. They are less aware about the cause and effect of sexual transmitted diseases such as Human Immunodeficiency Virus (HIV) and the risks of early childbearing. The teachers don't usually integrate these topics and did not provide enough information to the students.

The students wished to have more classes on topics such as HIV, risks of early childbearing, relationship between boys and girls for them to be informed and more aware about the risks so they can seek intervention for prevention. Most of the students were familiar of sexuality education. Though other students associate it with the use of contraceptives or how a sexual intercourse is being done, others also answered that sexuality education provides more information about the reproductive system. When the students were asked about learning the effectiveness of condoms, pills and other forms of contraception in school, some of the students like it to be integrated in any lessons related to it since teenage pregnancy is very rampant nowadays.

However others don't like the idea of integrating these topics for it triggers curiosity to the students but instead they wished to have classes explaining the risks of too early sexual activity. The students believed that teachers have a big role to play in halting teenage pregnancy and HIV disease. According to Ronny (2007), education professionals should play the primary role in providing information about sexuality and developing related social skills. Andrade (2016), also states that teachers teaching sexuality education were equipped with adequate knowledge and skills to competently handle the subject.

The Students' Performance Level During Post-test: Table 3 summarizes the performance of the students during the post-test taken after a series of discussion and activity.

Table 3. Performance Level During Post-test

Group	N	Mean	StDev	Description
A	50	38.460	2.233	AA
B	50	36.360	3.199	AA

T Value = 3.74 P Value = 0.000

The data in table 3 shows the mean of both groups during the post-test. Group A has a post-test mean gain of 38.46, higher compared to the pre-test mean gain found in table 2. Group B has a post-test mean gain of 36.36, higher compared to the pre-test mean gain found in the previous table. For the post-test, the students in both experimental groups had an Above Average Performance This shows that there is a significant mean gain difference between the pre-post test results. One of the student respondent said that reproductive system is one of the interesting topics they want to hear and learn. As quoted by one of the students, "*Honestly saying, the topic is so interesting for its something we are curious about. I've learned a lot from the discussion. Using the powerpoint presentation and the way our teacher explains everything, she gives us the clear information and answers that we need*". The students learned more about the structure of the male and female reproductive organs, function of the reproductive organs and the pituitary gland and the different processes such as the menstrual cycle, egg fertilization and the difference between a normal labor and obstructed labor.

The students learned and enjoyed a lot from the educational videos about the reproductive system and the activities conducted by the researcher. The most important topic that they learned is about Human Immunodeficiency Virus (HIV) for they were able to realize that HIV is a human transmitted virus that is acquired through blood, saliva and fluids and a kind of virus that will risk a human's life forever. The integration gives the students the idea about the increasing risk of HIV to people especially those who are engaging early sexual activity, sexual intercourse to multiple partners and male to male sexual activity. One activity they like the most was when they read the Diary of an HIV Victim. They fear to have the virus for it states in the diary that once you have the virus, you'll have it for life. The students also learned that it is not easy to get pregnant in an earlier age. Through the discussions, the students were able to deepen their understanding towards the risk of early childbearing due to undeveloped parts or organs. As quoted by one of the students, "*Before, I was taught about the topics such as reproductive system and teenage pregnancy, I admit, I am a little bit aware but not as aware after the teaching session. I learned several information which were new to me.*"

I can say that it was a great teaching". The students learned so much from the videos and activities found in the module. It opened their mind of the possible responsibilities, likewise the consequences they might encounter in the future if they will engage in premarital sex. During the focus group discussion, all the students agreed that sexuality education in school in order for the students or teenagers to be aware and educated. Since teenage pregnancy is rapidly increasing, they think and believe that sexuality education is the solution. According to Nwakonobi (2009), sexuality education will go along towards helping the nation achieve its millennium goals which include halting the spread of HIV/AIDS and other diseases, reducing mortality and improving maternal health as well as the economic empowerment development strategies, since all problems are associated with premarital sex, unwanted pregnancies, child abuse, child trafficking, dropping out of schools and premature death.

As quoted by one of the students *"As a more educated student, it is our objective now to share what we've learned to the people who are still stupid in making their decisions. To our younger brothers and sisters, we want them to learn the values and the lessons we've learned. As part of the community, we want the people to be preventive and more educated in order to have a healthy community because a healthy community is a safe community"*. They said that it is important now to be educated about teenage pregnancy and HIV because the information will help the teenagers to be aware and be knowledgeable enough on how to prevent teenage pregnancy. They also added that aside from being educated, teenagers must involve to different activities such as sports and should have self-discipline within themselves for these are necessary to help avoid themselves from engaging early sexual activity.

The Pre-Post Mean Difference in Group A: Table 4 shows the outcome of the calculation of the pre-posttest means, mean gains, standard deviation and the computed t-test gathered by the students exposed to sexuality education in the third quarter.

Table 4. Pre-Post Mean Difference in Group A

Group	N	Mean	StDev	Description
A	50	28.720	4.066	BA
	50	38.460	2.233	AA
Difference	50	9.740	4.019	

The data in table 4 shows that group B gained in the posttest from pre-test. The pre-test mean gain is 28.72 and increases to 38.46 mean gain in the post-test. This shows that the students in group A had a below average performance in the pre-test and had an above average performance in the post-test. This shows that there was a significant mean gain from the pre-test to post-test scores of the students from group A that were exposed to sexuality education.

The Pre-Post Mean Difference in Group B: Table 5 summarizes the performance of the students from the pre-test to post-test, mean gain, standard deviation and the computed t-test of the students exposed to sexuality education.

Table 5. Pre-Post Mean Difference in Group B

Group	N	Mean	StDev	Description
B	50	28.080	3.691	BA
	50	36.360	3.199	AA
Difference	50	8.280	3.849	

The data in table 5 shows that group B gained in the posttest from pre-test. There is 28.08 mean gain from the pre-test and increases to 36.36 mean gain in the post-test. This shows that the students in group B had a below average performance in the pre-test and had an above average performance in the post-test. This shows that there was a significant mean gain from the pre-test to post-test scores of the students from group B that were exposed to sexuality education.

The Pre-Post Mean Gain Difference in Group A and B: Table 6 summarizes the performance of the students in both groups. Reflected in the table are the pre-post mean gains, standard deviation and the computed t-test from the students' performance.

Table 6. Pre-Post Mean Difference in Group A and B

Group	N	Mean (Pre-test)	Mean (Post-Test)	Mean
A	50	28.720	38.460	9.740
B	50	28.080	36.360	8.280
Difference	50	0.640	2.100	1.460

95% CI for mean difference: (0.129, 2.791)

T-Test of mean difference = 0 (vs not = 0) : T-value = 2.20 P value = 0.032

Table 6 shows that there is significant mean gain difference between the students' pre-test and post-test. The students in both experimental groups had an Above Average Performance. This signifies that the students' performance in the post-test reached to 50% passing and above in learning Reproductive System 10 integrated with Sexuality Education. Since the computed t-test value is 2.20 and its greater than the P value of 0.032, so the decision rule is to reject H_0 or the null hypothesis and H_a is accepted. It is clear and vivid that there is an increase of student's level of awareness since sexuality education is being integrated in the topic. According to Iwu et al. (2011), sexuality education is one of the major avenues in passing accurate information which will help youths in secondary schools to integrate sex in their lives in a responsible and constructive manner and prevent unwholesome conditions like prostitution, promiscuity, unwanted pregnancies and STDs.

Challenges in Integrating Sexuality Education: They have varied interests and beliefs. The researcher had found it an opportunity at the same time strength for it adds knowledge to the researcher. The researcher provided different learning materials and activities that suit to the interest of the students and contributed a lot to their full understanding. Since the topics involved on how HIV is being acquired and the risks of early childbearing, the researcher had prepared videos for most of the students are visual learners thus learned more through visuals. According to the students, the videos and the activities helped them understand the risks of early sexual activity. The researcher had no difficult time in dealing with students' attention since the topic itself is interesting to them. The students were very attentive and cooperative during video presentations and activities. High school students are much more vulnerable to early sexual activity thus high risk of acquiring HIV so integrating sexuality education in lessons such as Reproductive System is a chance for the students to be informed about the risk of early sexual activity and provide ways to prevent them. After the students were informed, an increase of students' self-efficacy is evident through negative feedbacks on early sexual activity thus lead to wise decision making. The researcher finds it an opportunity to remind the students to restore their Filipino values for it's the only foundation in attaining successful and sustainable human relationships.

Table 7. Challenges evident in integrating Sexuality Education in teaching Reproductive System

CHALLENGES	
Strengths/Opportunities	Problems and Concerns
<ul style="list-style-type: none"> • Students' differences in terms of their attitude, intelligence and beliefs. • No need much effort in motivating the students since the topic itself is interesting to them. • Giving awareness about the risks of early sexual activity and HIV spread. • Increasing students' self-efficacy especially in decision making in dealing with sexuality • Emphasizing the importance of one's moral values to attain successful and sustainable human relationships. • Conducting awareness through students' performance task. 	<ul style="list-style-type: none"> • Time allocated to look for the reading materials and activities needed. • Delivering the lessons with decency and sensitivity. • Dealing with students' questions. • Students' absences

Aside from this, it is also an opportunity for the students to relay the information learned and educating others through a performance task wherein the students were asked to make a video presentation about stopping teenage pregnancy to be posted in social media. This is to inform the people especially the youth that early sexual activity brings illness to the society. The problems or concerns encountered by the researcher are time allocated to look for reading materials and activities needed, delivering the lessons with decency and sensitivity, dealing with students' questions and students' absences. The researcher took time looking for reliable reading materials and making interesting activities that will contribute to students' understanding and learning. The decency and sensitivity of delivering the lesson was also a challenged faced. The researcher made sure that the lessons were tackled comprehensively and students should take the topics seriously. The researcher was also challenged in dealing with students' questions. The researcher entertained every question without malice and tried to answer the questions based on facts. Students' absences were also a problem faced by the researcher. Every session and activity is important in the development of the lesson. If there is missed session or activity, the student will be having a hard time connecting to the topic.

The Enhanced Learning Module: The module was still developed vis a vis the K-12 curriculum guide utilized by the Department of Education where the content, content standard, performance standard and set of competencies are reflected. The activities found in the module are centered towards active and cooperative learning such as inquiry-based learning and problem based learning that have become recognized as essential to constructivist learning. The enhanced module still has lessons that are divided into five and each lesson has key concepts, activities and guide questions. The module has a strong emphasis on teenage pregnancy and HIV spread wherein the students learned the causes and were able to reflect on the consequences. The enhanced module contains a closure part wherein the learners need to reflect about the lessons they learned. Learning resources are also reflected every after the lesson to give credit to the authors behind the content of the lesson.

Summary of Findings

The major findings of the study drawn from the research instruments are outlined as follows:

- Both the experimental groups had a below average performance level in the pre-test. The students in both groups had less prior knowledge on the topics given

and some of the topics were new to them. Students have less information about the cause and effect of sexual transmitted disease Human Immunodeficiency Virus and risk of early sexual activity. Most of the students were familiar about sexuality education but less informed about the content. Though students have opposing belief on integrating the effectiveness of contraceptives in school, all of them believe that proper education should be given instead for the students to understand the risks of engaging early sexual activity.

- The performance of both groups in the post-test had an above average performance. The integration of sexuality education in reproductive system helped the students increase their level of awareness towards the effects of early sexual activity and HIV spread. Students learned most in integrating the cause and effects of early sexual activity to topics such as Reproductive System. The integration gives the students the idea of having sexuality education in school for the students to be aware, educated and preventive.
- There was a significant difference between the pre-test and post-test mean gain of the students. From the computed results, the researcher discovered that the integration of sexuality education in teaching reproductive system is effective in increasing the level of awareness of students on the consequences caused by teenage pregnancy and HIV spread.
- The challenges appeared upon integrating sexuality education in teaching reproductive system is the researcher found it as strength because this study helps the students increase their self-efficacy especially in dealing with sexuality. Through learning topics like teenage pregnancy and HIV, it will lead the students to wise decision making thus values will be restored.
- The module was based on the K-12 curriculum guide wherein the content, content standard and competencies were used as basis in the development of the module. These parts of the curriculum guide give the researcher the ideas for effective integration and formulate teaching techniques such as inquiry-based learning that have become recognized as essential to constructivist learning. In the module are the key concepts, activities, guide questions, valuing and performance task.

Conclusion

Sexuality Education is good avenue in passing accurate information to secondary students to integrate sex in their lives in a responsible and constructive way and avoid unwholesome

conditions like unwanted pregnancies and STDs. The study found out that Sexuality Education is effective once integrated to topics such as reproductive system in increasing the level of student's awareness towards the risks of too early childbearing and Human Immunodeficiency Virus (HIV) spread. Through constructivist approach in integration, students were able to deepen their understanding about the importance of reproduction and avoid practices that could harm their lives. Sexuality Education provides information students need to delay sexual activity, increase self-efficacy through value restoration and engage in mutually respectful relationships.

Recommendations

In the light of the foregoing findings and conclusions the following recommendations are hereby offered:

- Sexuality Education is effective once integrated into subjects such as Biology. This is a chance as well as an opportunity for the students to be educated about sexuality and be aware of the risks caused by early sexual activity and HIV spread. This will also give them the idea on avoiding themselves from acquiring HIV or stopping teenage pregnancy.
- Integrating sexuality education may be extended to other fields of study for the improvement of the quality of education and raising the morale of the youth.
- Teachers should start integrating sexuality education emphasizing teenage pregnancy and HIV spread to topics relevant to it. They should also make modules or look for related activities for effective integration. This is one good intervention in delaying sexual activity, preventing them from the risks or effects caused by early sexual activity and restore their values.
- Revision of the curriculum guide especially in secondary schools. The competencies should address common problems in the society and provide performance task that seeks intervention to these problems.
- Further research be done as a follow-up study to monitor the effectiveness of integrating sexuality education in teaching Biology or in any subjects both in high school and college.

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