
Parents' Capabilities, Roles, and Perceptions in Teaching Comprehensive Sexuality Education

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Abstract — This study determined the relationship between the parents' profile and their capabilities, roles, and perceptions in teaching Comprehensive Sexuality Education (CSE) among parents of learners at Public Elementary School in Concepcion West District, Division of Tarlac Province, during the School Year 2023–2024. Specifically, it described the parents' demographic profile in terms of number of children, civil status, highest educational attainment, occupation, and monthly family income; assessed their capabilities, roles, and perceptions regarding CSE; examined the significant relationship between their profile and these variables; and proposed an action plan to strengthen parental participation in CSE. A quantitative-descriptive correlational research design was employed involving 143 parent-respondents selected from the school population. Data were collected through a researcher-made questionnaire and analyzed using frequency, percentage, weighted mean, and Chi-square test at the 0.05 level of significance. The findings revealed that most respondents had three to four children, were married, had attained secondary education, were employed in blue-collar occupations, and had a monthly family income of ₱9,000 or below. Parents were found to be very capable in supporting Comprehensive Sexuality Education (overall weighted mean = 4.10), demonstrated highly capable performance of their parental roles (overall weighted mean = 4.63), and generally agreed with the principles and importance of Comprehensive Sexuality Education (overall weighted mean = 3.93). Furthermore, significant relationships were found between the parents' demographic profile and their capabilities, roles, and perceptions toward CSE ($p < .05$). Based on these findings, an action plan focusing on educational campaigns, seminars, counseling services, and community-based programs was proposed to enhance parental involvement and strengthen family-school partnerships in implementing Comprehensive Sexuality Education.

Keywords: Sexuality, Perception of the Parents, Learners, Comprehensive sexuality, Sexuality Education

I. INTRODUCTION

Comprehensive Sexuality Education (CSE) is a curriculum-based approach that provides age-appropriate, scientifically accurate, and culturally relevant information on human development, relationships, values, health, and responsible decision-making. It aims to equip children and adolescents with the knowledge, skills, attitudes, and values necessary to protect their health and well-being, develop respectful relationships, and make informed decisions throughout their lives. Globally, organizations such as UNESCO, the World Health Organization (WHO), and the United Nations Population Fund (UNFPA) recognize CSE as an essential component of quality education and adolescent development. Parents play a vital role in the successful implementation of Comprehensive Sexuality Education. As children's first teachers, they significantly influence their attitudes, beliefs, and behaviors regarding sexuality, relationships, and personal responsibility. Open communication between parents and children promotes healthy development, strengthens family relationships, and enables children to make informed and responsible decisions. Effective collaboration between schools and families further enhances the delivery of CSE by ensuring that learners receive consistent guidance both at home and in school. Despite the recognized importance of parental involvement, many parents encounter challenges in discussing sexuality-related topics with their children. These challenges may stem from limited knowledge, cultural beliefs, religious values, educational background, financial constraints, or discomfort in addressing sensitive issues. Consequently, differences in parents' capabilities, performance of their roles, and perceptions toward CSE may influence the effectiveness of sexuality education provided to their children. Recognizing these concerns, this study examined the relationship between the parents' profile and their capabilities, roles, and perceptions in teaching Comprehensive Sexuality Education among parents of learners in Public Elementary Schools in Concepcion West District, Division of Tarlac Province, during the School Year 2023–2024. Specifically, it described the parents' demographic characteristics in terms of number of children, civil status, highest educational attainment, occupation, and monthly family income; assessed their capabilities, roles, and perceptions regarding CSE; determined whether significant relationships existed between their profile and these variables; and developed an action plan to strengthen parental participation in Comprehensive Sexuality Education. The findings of this study are expected to provide valuable information for school administrators, teachers, parents, and other stakeholders in developing

programs and interventions that promote stronger family-school partnerships, improve parental engagement, and support the effective implementation of Comprehensive Sexuality Education in elementary schools.

II. METHODOLOGY

This study used a quantitative-descriptive and correlational research design to examine the relationship between the parents' profile and their capabilities, role performance, and perceptions regarding comprehensive sexuality education (CSE) at Jefmin Elementary School during the School Year 2023–2024. The respondents were 143 parents of learners from Jefmin Elementary School. Data were collected using a researcher-made survey questionnaire consisting of two parts: (1) the parents' demographic profile, and (2) their capabilities, role performance, and perceptions regarding CSE. The questionnaire was reviewed by the researcher's adviser, and the suggested revisions were incorporated before administration. The researcher personally distributed and retrieved the questionnaires to ensure a high response rate. After collection, the responses were organized, tabulated, and analyzed using appropriate statistical tools. The findings served as the basis for developing an action plan to strengthen parents' participation in comprehensive sexuality education.

III. RESULTS AND DISCUSSION

This chapter presents the results of data gathered and the discussion of the interpretation of the data.

Profile of the Parents of the Learners in Terms of Variables

This section presents the profile of the parents of the learners in Jefmin Elementary School, Concepcion West District, Division of Tarlac Province in terms of number of children, civil status,

highest educational attainment, occupation, and monthly family income to answer sub-problem number 1. The data are presented in Tables 1A, 1B, 1C, 1D, and 1E.

Number of Children

The number of children can refer to the number of children in a household or the number of children in a family. Table 1A presents the profile of the parents of the learners in terms of the number of children.

TABLE 1A
PROFILE OF PARENTS IN TERMS OF NUMBER OF CHILDREN

Number of Children	<i>f</i>	%
• 7 – 8	5	3.50
• 5 – 6	17	11.89
• 3 – 4	67	46.85
• 1 – 2	54	37.76
TOTAL	143	100%

As shown in Table 1A, in terms of the number of children, most of the respondents (46.85%) have three to four children, while 37.76% have one to two. On the other hand, only 11.89% have five to six children, while 3.50% have seven to eight. The decision to have children is deeply personal and varies for each individual and couple. Some people choose to have children to experience the joys of parenthood, to continue their family lineage, to find fulfillment in raising and nurturing a new generation, or to share their love and knowledge with a child. Others may choose not to have children for a variety of reasons, such as focusing on their careers, personal

goals, or contributing to society in other ways. The number of children is a measure of population growth and can be influenced by various factors such as cultural norms and socio-economic conditions. These results are parallel to the study by Götmark and Andersson (2020), who investigated the factors influencing fertility and family size across different countries, which revealed that the number of children in a family is strongly associated with educational attainment, economic conditions, access to family planning services, and cultural and religious beliefs. |

Civil Status

Civil status is a person's legal and family status, including his/her relationship to a significant other. It is defined as being single, married, separated, divorced, or widowed. Table 1B presents the profile of the parents of the learners in terms of civil status.

TABLE 1B
PROFILE OF PARENTS IN TERMS OF CIVIL STATUS

Civil Status	<i>f</i>	%
• Single	24	16.78
• Married	119	83.22
TOTAL	143	100%

The data in Table 1B reveal that the majority of the respondents (83.22%) are married, while 16.78% are single. The civil status of parents is believed to affect their perceptions of the integration of sex education in the elementary curriculum. Filipinos in general hold traditional views of marriage, fostered by religious beliefs, family upbringing, and society in general. Similarly, Dizon, Rebecca R. (2020) emphasized that parental characteristics, including family structure and household dynamics, influence educational investments and parental involvement in

their children's learning. Parents who have strong family support systems are more likely to participate in educational programs and communicate effectively with their children on sensitive topics.

Highest Educational Attainment

The highest educational attainment of parents refers to the highest level of formal education completed by either the mother or father of a child, essentially representing the most advanced degree achieved by either parent in their schooling career.

Table 1C presents the profile of the parents of the learners in terms of the highest educational attainment.

TABLE 1C
PROFILE OF PARENTS IN TERMS OF HIGHEST EDUCATIONAL ATTAINMENT

Highest Educational Attainment	<i>f</i>	%
• College	36	25.17
• Secondary	87	60.84
• Elementary	20	13.99
TOTAL	143	100%

Table 1C reveals that 60.84% of the parents had earned a secondary degree, followed by 25.17% who had earned a college degree, while 13.99% finished elementary. This demonstrated that even after graduating from high school, the parents have the skills and knowledge necessary to aid and guide their children in their academic pursuits. These results could mean that receiving an education is of great importance to the parents. Helping children understand the value of what

they learn should be a daily routine. Encouraging children to pursue educational opportunities is beneficial for the parents and the learners, as well. Whether education involves attaining a college degree, finishing high school, or earning a certification, inspiration is a key in helping students succeed. What is learned is crucial to building a better educational foundation for the future. The educational attainment of parents is important for the child's education and upbringing. Empirical evidence suggests that educational attainment nurtures people's social outcomes and promotes active participation in society and stability. Similarly, UNESCO (2023) reported that parents with higher levels of education are generally more supportive of school programs, including comprehensive sexuality education (CSE). The organization emphasized that educated parents are more likely to communicate openly with their children about health, relationships, and responsible decision-making, thereby reinforcing classroom instruction and promoting positive learning outcomes.

Occupation

Occupation of parents refers to the job or profession to earn a living and support their family. It can also refer to the main work of a guardian. Table 1D presents the profile of the parents of the Grade 5 learners in terms of occupation.

TABLE 1D
PROFILE OF PARENTS IN TERMS OF OCCUPATION

Occupation	<i>f</i>	%
• Blue collar job	59	41.26
• White collar job	31	21.68
• No job	53	37.06
TOTAL	143	100%

Occupational prestige is a component of socio-economic status that encompasses both income and educational attainment. Occupational status reflects. The educational attainment required to obtain a job and income levels As presented in Table 1D, 41.26% of the parents have blue-collar jobs, while 21.68% of the respondents have white-collar jobs. However, 37.06% do not have a job. Blue collar jobs, which typically involve physically demanding manual labor, including farming, factory work, and construction and are either paid by the hour or on a piece basis. On the other hand, white-collar jobs normally take place in office settings involving clerical, administrative, and managerial tasks. These results could mean that members of society have occupations that vary in prestige. Some individuals have more access than others to higher-status occupations. When parents have a better occupation, they make adequate provision for their children's education. They provide economic, social, psychological, and emotional support to their children, and this would make it possible for the children to perform well in their education. However, the parents in the study are in those types of occupations for various reasons. One reason is the need to earn an income to meet their day-to-day needs. Being unemployed is a highly stressful situation, for it tends to have negative psychological consequences, including the loss of identity and self-esteem. Likewise, World Health Organization (2021) highlighted that parental employment and socioeconomic stability influence children's health, well-being, and access to educational opportunities. The report emphasized that parents who have secure employment are generally better positioned to provide emotional, psychological, and financial support, creating a positive environment for children's learning and development.

Monthly Family Income

Monthly family income refers to the total amount of money that all members of a family receive in a given month. It includes income from employment, investments, and other sources. Table 1E presents the profile of the parents of the learners in terms of monthly family income.

TABLE 1E
PROFILE OF PARENTS IN TERMS OF MONTHLY FAMILY INCOME

Monthly Family Income	<i>f</i>	%
• P 26,000 – P 30,000	24	16.78
• P 20,000 – P25,000	15	10.49
• P10,000 – P 15,000	36	25.17
• P 9,000 and below	68	47.56
TOTAL	143	100%

As presented in Table 1E, most of the parents' monthly family income bracket was P9,000 and below (47.56%), followed by P10,000 – P15,000 (25.17%) monthly income, while 16.78% and 10.49% had monthly income of P26,000 – P30,000 and P20,000 – P25,000, respectively. Evidence on the extent of which family income affects child development is mixed. Researchers have provided several explanations for why family income might affect child development. Children growing up in families with meager income are likely to have adverse home environments or face other challenges that would continue to affect their development even if family income were to increase substantially. Furthermore, year-to-year changes in family circumstances like parental job loss or promotion, illness, or moving to a new neighborhood may affect family income as well as family dynamics and parenting behavior. Children's readiness for school is influenced by many different factors, one of which is the family income. While many parents with low levels of education often have low income, this may affect families and children in different ways. In parallel, Götmark, Fredrik, and Andersson, Malin (2020) found that family income, together with educational attainment and employment, plays a significant role in shaping family welfare and child development. Their study showed that families with greater economic resources are better positioned to invest in their children's education and health, while lower-income households often face financial constraints that limit educational opportunities and access to essential services.

Capabilities, Roles and Perceptions of Parents in Teaching Comprehensive Sexuality Education

Sexuality is an essential component of healthy development for young people. The World Health Organization emphasized the importance of healthy sexual development to overall mental and physical well-being. Despite the widely recognized importance of sexual health, education to promote it remains a sensitive and sometimes controversial issue. There should be parental control of the content of sex education; core values to be included in sex education, such as gender equality and personal responsibility; and what constitutes appropriate adolescent sexual behavior. Parents and other family members often have the power to guide children's development toward healthy sexuality as a natural, normal, and progressive experience within the life cycle. They can help their children develop and practice responsible sexual behavior and personal decision-making. This section presents the capabilities, performance of their roles, and perceptions of parents in teaching comprehensive sexuality education to answer sub-problem number 2. The data are presented in Tables 2A, 2B, and 2C.

Capabilities of Parents on Comprehensive Sexuality Education

Capabilities refer to the ability of the parents to have the power to do something and the ability to undergo or be affected by a given treatment or action. Table 2A presents the capabilities of parents in teaching comprehensive sexuality education to their children.

TABLE 2A
PARENTS' CAPABILITIES ON COMPREHENSIVE SEXUALITY EDUCATION

INDICATORS	WM	DE
I can use devices that support teaching comprehensive sexuality education to my children.	4.48	VC
I have internet access that supports my children's learning about comprehensive sexuality education.	4.37	VC
I can guide my child in teaching comprehensive sexuality education.	3.63	VC
I am ready to learn practical strategies provided by the teachers to support teaching comprehensive sexuality education.	3.70	VC
I can support the family-school partnership to ensure the continuous learning of learners while at home.	4.30	VC
OVERALL WM	4.10	VC
Legend: WM = Weighted Mean		
Point Values	Statistical Limits	Descriptive Equivalent (DE)
5	4.50-5.00	Highly Capable (HC)
4	3.50-4.49	Very Capable (VC)
3	2.50-3.49	Moderately Capable (MC)
2	1.50-2.49	Slightly Capable (Sc)
1	1.00-1.49	Not Capable (NC)

Table 2A presents the parents' capabilities in comprehensive sexuality education programs in terms of their perceived ability to engage in the program. It is evident from the fact that the

overall weighted mean was 4.10 and described as “very capable.” This implies that under the usual circumstances, parents were capable of participating in teaching comprehensive sexuality education. Statement number 1, “I have devices that support teaching comprehensive sexuality education to my children,” got the highest weighted mean of 4.48, followed by statement number 2, “I have internet access that supports my children’s learning about comprehensive sexuality education,” with a weighted mean of 4.37. The statements “I can support the family-school partnership to ensure the continuous learning of learners while at home” and “I am willing to learn practical strategies provided by the teachers to support teaching comprehensive sexuality education” got weighted means of 4.30 and 3.70, respectively. On the other hand, the statement “I can guide my child in teaching comprehensive sexuality education” got the lowest weighted mean of 3.63. All the statements were all described as “very capable.” Parents and schools must work closely together to teach children. Teachers and parents have plenty of opportunities to talk about a child’s development. Children understood what was expected of them because they received the same messages from parents and teachers. In the studies of Marshall, Alexandra S. (2021) found that parents generally recognize the importance of comprehensive sexuality education and are willing to support its implementation when they are provided with accurate information, guidance, and opportunities to collaborate with schools. The study emphasized that effective communication between parents and educators strengthens parents' confidence in discussing age-appropriate sexuality topics with their children.

Roles of Parents in Engaging Comprehensive Sexuality Education

The performance of the roles of the parents refers to a set of connected behaviors, rights, obligations, beliefs, and norms as conceptualized by people in a social situation. Table 2B presents the roles of parents in engaging comprehensive sexuality education.

TABLE 2B
ROLES OF PARENTS IN ENGAGING IN COMPREHENSIVE SEXUALITY
EDUCATION

INDICATORS	WM	DE
Partner with teachers to guide children to learn comprehensive sexuality education.	4.56	HC
Act as a teacher in comprehensive sexuality education.	4.59	HC
Serve as a guidance counselor.	4.66	HC
Interact with their children at home to support school goals and programs.	4.63	HC
Support children to create regular routines and study habits in engaging in the comprehensive sexuality education.	4.70	HC
OVERALL WM	4.63	HC
Legend: WM=Weighted Mean		
Point Values	Statistical Limits	Descriptive Equivalent (DE)
5	4.50-5.00	Highly Capable (HC)
4	3.50-4.49	Very Capable (VC)
3	2.50-3.49	Moderately Capable (MC)
2	1.50-2.49	Slightly Capable (SC)
1	1.00-1.49	Not Capable (NC)

Table 2B showed details of the respondents' perceived roles in engaging the teaching of comprehensive sexuality education in home-supported learning, with an overall weighted mean of 4.63, described as "highly capable." This indicates that respondents thought they played a part in their children's at-home education. Data revealed that the statement "Support children to create

regular routines and study habits in engaging in the comprehensive sexuality education” got the highest weighted mean of 4.70, described as “highly capable.” This was followed by the statement “Interact with their children at home to support school goals and programs” with a weighted mean of 4.63 and “Serve as a guidance counselor” with a weighted mean of 4.66, also described as “highly capable.” The statement “Act as a teacher in comprehensive sexuality education” got a weighted mean of 4.59, with “Partner with teachers to guide children to learn comprehensive sexuality education ” having the lowest weighted mean of 4.56, both described as “highly capable.” Parents are traditionally seen as a child’s first teacher, teaching, directing, and raising children to become respected members of their communities. As children start schooling, the majority of parents let their school take up a significant portion of their formal education. In terms of formal education, parents play a more active role as providers. Except in cases where parents have taken full responsibility for homeschooling their children, parents are now adopting a more support-oriented role by assisting their children as they complete assignments and home projects, ensuring that children have the necessary provisions and support to access education and learning. Likewise, World Health Organization (2021) emphasized that parents and caregivers are key partners in promoting children's healthy development. The report noted that parents who actively participate in their children's education by supervising learning activities, communicating with teachers, and creating supportive home environments contribute to better educational and health outcomes.

Parents’ Perceptions of Comprehensive Sexuality Education

The parents’ perceptions are their ideas and beliefs about comprehensive sexuality education, which could be influenced by both objective and subjective factors. Table 2C presents the parents’ perceptions of comprehensive sexuality education.

TABLE 2C
PARENTS' PERCEPTIONS OF COMPREHENSIVE
SEXUALITY EDUCATION

INDICATORS	WM	DE
• Can be the primary contributor to sex education in children.	4.48	A
• Establish their role to their children's perspective (viewpoint) on sex.	4.37	A
• Start to teach children about sex-related topics at age 4-6 years old.	3.48	N
• Provide sex education to my child.	3.63	A
• Parents are ready if their child inquires about sex.	3.70	A
• Respond if child asks sex-related questions.	3.37	N
• Parents' response is most needed if the child asks about sex-related questions.	3.70	A
• It is necessary to consider sex education for elementary learners.	4.37	A
• The school needs to provide the parents with better information about sexuality education. Willing to attend training if given the opportunity to receive sex education in the future.	4.30	A
OVERALL WM	3.93	A
Legend: WM= Weighted Mean		
Point Values	Statistical Limits	Descriptive Equivalent (DE)
5	4.50-5.00	Strongly Agree (SA)
4	3.50-4.49	Agree (A)
3	2.50-3.49	Neutral (N)
2	1.50-2.49	Disagree (D)
1	1.00-1.49	Strongly Disagree (SD)

Table 2C shows that the respondents agree with regard to the perceptions of comprehensive sexuality education, as evidenced by the overall weighted mean of 3.93. As seen in Table 2C, the statement “Can be the primary contributor to sex education in children” got the highest weighted mean of 4.48 described as “agree” followed by “” Establish their role to their childre’s perspective on sex” and “It is necessary to consider sex education for elementary learners” with weighted means of 4.37 for both. The remaining statements were described as “agree” except for “Start to teach children about sex-related topics at age 4-6 years old” with weighted mean of 3.48 and “Respond if child asks sex-related questions” with the lowest weighted mean of 3.37, both described as “neutral.” According to Marshall, Alexandra S. (2021), most parents recognize the importance of comprehensive sexuality education in promoting children's health and well-being. Although many parents believe that they should be the primary educators on sexuality-related issues, some express uncertainty about the appropriate age to begin discussing these topics and lack confidence in responding to their children's questions.

Relationship Between Parents’ Profiles and Their Capabilities, Roles, and Perceptions on Comprehensive Sexuality Education

This section presents the relationship between the parents’ profile and their capabilities, roles, and perceptions on comprehensive sexuality education to answer sub-problem number 3. Tables 3A, 3B, and 3C present the data.

TABLE 3A
RELATIONSHIP BETWEEN PROFILE AND CAPABILITIES OF PARENTS
IN COMPREHENSIVE SEXUALITY EDUCATION

Indicators	$\chi^2_{computed}(df, N)$	$\chi^2_{critical}$	p-value
Number of Children and Capabilities of Parents in Comprehensive Sexuality Education	24.25 (12,143)	21.026	.018805*
Civil Status and Capabilities of Parents in Comprehensive Sexuality Education	10.21 (4,143)	9.488	.037035*
Highest Educational Attainment and Capabilities of Parents in Comprehensive Sexuality Education	19.26 (8,143)	15.507	.013529*
Occupation and Capabilities of Parents in Comprehensive Sexuality Education	23.87 (8,143)	15.507	.00241*
Monthly Family Income and Capabilities of Parents in Comprehensive Sexuality Education	28.94 (12,143)	21.026	.004022*

*significant at .05 level

As shown in Table 3A, the p-values are less than the 0.05 level of significance, which indicates that the profile of the parents affects their capabilities on comprehensive sexuality education. Thus, the null hypothesis was rejected.

TABLE 3B
RELATIONSHIP BETWEEN PROFILE AND ROLES OF PARENTS IN
ENGAGING WITH COMPREHENSIVE SEXUALITY EDUCATION

Indicators	$\chi^2_{computed}(df, N)$	$\chi^2_{critical}$	p-value
Number of Children and Roles of Parents in Engaging with Comprehensive Sexuality Education	34.51 (12,143)	21.026	.00056*
Civil Status and Roles of Parents in Engaging with Comprehensive Sexuality Education	18.61 (4,143)	9.488	.000937*
Highest Educational Attainment and Roles of Parents in Engaging with Comprehensive Sexuality Education	23.07 (8,143)	15.507	.003276*
Occupation and Roles of Parents in Engaging with Comprehensive Sexuality Education	24.88 (8,143)	15.507	.001629*
Monthly Family Income and Roles of Parents in Engaging with Comprehensive Sexuality Education	32.76 (12,143)	21.026	.001055*

*significant at .05 level

As shown in Table 3B, the p-values are less than the 0.05 level of significance, which indicates that the profile of the parents affects their roles in comprehensive sexuality education. Thus, the null hypothesis was rejected.

TABLE 3C
RELATIONSHIP BETWEEN PROFILE AND PARENTS' PERCEPTIONS OF
COMPREHENSIVE SEXUALITY EDUCATION

Indicators	$\chi^2_{computed}(df, N)$	$\chi^2_{critical}$	p-value
Number of Children and Parents' Perceptions of Comprehensive Sexuality Education	26.51 (12,143)	21.026	.009084*
Civil Status and Parents' Perceptions of Comprehensive Sexuality Education	19.23 (4,143)	9.488	.000708*
Highest Educational Attainment and Parents' Perceptions of Comprehensive Sexuality Education	28.76 (8,143)	15.507	.000349*
Occupation and Parents' Perceptions of Comprehensive Sexuality Education	22.84 (8,143)	15.507	.003576*
Monthly Family Income and Parents' Perceptions of Comprehensive Sexuality Education	27.38 (12,143)	21.026	.00681*

*significant at .05 level

As shown in Table 3C, the p-values are less than the 0.05 level of significance, which indicates that the profile of the parents affects their perceptions on comprehensive sexuality education. Thus, the null hypothesis was rejected.

Proposed Action Plan to Enhance the Participation of Parents

This section presents the proposed action plan to enhance the participation of the parents in comprehensive sexuality education to answer sub-problem number 4. The proposed action plan dealt with the promotion of educational campaign awareness and the conduct of seminars, counseling, and community programs and projects on comprehensive sexuality education.

IV. CONCLUSION

Based on the findings of the study, the following conclusions were drawn: Most of the parents of the learners have 3 to 4 children, are married, graduated from high school, have blue-collar jobs, and have a monthly family income of P9,000 and below. Generally, the parents are very capable of providing comprehensive sexuality education. The parents' profile affects their capabilities, roles, and perceptions of comprehensive sexuality education. The proposed action plan focused on educational campaigns, awareness, the conduct of seminars, counseling, community programs, and a project on comprehensive sexuality education.

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