

Parents and School Personnel's Perception towards Sex Education in the Intermediate Level

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Abstract: *This study focused on parents and school personnel's perception towards the introduction of sex education in Grades 4 to 6 Pupils. The aim of this study was to gain insight into the perception of parents and school staff about sex education and on how this affects and change their understanding and interest in the students. An online survey was conducted to gather the primary information, it is a set of questionnaires used on deciding the insights of parents and teachers towards the introduction of sexual education to grade 4-6 pupils from both private and public schools in Bulacan. It is divided into 3 sections and 10-20 questions. The results are also divided into 2 sections, the first set of questionnaires is about parents' perception "Agree" was the average response of the parents. The other set is about the perceptions of school personals, same for the parents, the majority agreed since teachers have enough knowledge about sex education. These results suggested that parents and teachers understand that sexual education will benefit their child's future and that this will open their minds in reality. Maybe privacy is a need for everyone but for the sake of the children, parents should really monitor their child because nowadays, social media can be crucial and parents would not be able to see what they are child is doing.*

Keywords—Parents, Adolescent, Sexuality Education, School Personnel, Teachers, Descriptive-correlational Study

1. INTRODUCTION

Sex Education has for some time been described by contending definitions, objectives, and methods of reasoning, which has muddled endeavors to comprehend and measure its adequacy [1]. With regards to estimating effect and results, research has been overwhelmed by revenue in counteraction programs pointed toward diminishing STI and pregnancy rates [2-7]. These counteraction programs put emphasis on sexual practices and conduct change as the principle focal point of investigation [8]. What has remained generally unstudied, in any case, are approaches with a more extensive and more far-reaching center around human sexuality, characterized by SIECUS as: ". the sexual information, convictions, perspectives, qualities, and practices of people.

In sex education campaigns, young people discover that sex should start with a 'yes' – for sex to be consensual, both parties should positively impart their readiness to partake in the action on offer. This shift isn't without debate. To a few, the ascent of what is being called 'affirmative consent' appears to be an entrenchment of gendered ideas of sexual action and latency where young men request consent and young women give or retain their 'yes' [9] [10]. – This one more example grounded in fear, and a reverberation of a more established sex schooling as a site of possible risk and debasement, particularly for young ladies [11][12][13].

The purpose of this study discovered what students, teachers, parents, and other important informants think the needs, obstacles, and outcomes are for including sexuality education in the Filipino school system's curriculum. The study's goal is to pave the path for the complete

implementation of Comprehensive Sex Education in Philippine schools. Since some people consider discussing sex and sexuality to be taboo, many youngsters are left exposed. As a result of this vulnerability, unguided sexual behaviors occur, increasing the risk of pregnancies and sexually transmitted disease. This study will seek to provide background on sex education knowledge and how it influences the actions and attitudes of adolescents, who are considered to be the most vulnerable group.

2. RELATED WORKS

The introduction of sex education (SE) in schools has been related to a decrease in behaviors that reflect inequality [14], less unstable relationships [15], positive developments in risk prevention and the promotion of sexual health [16] and a lower association of intercourse sexual relations with other high-risk behaviors such as drug use [15]. However, there are obstacles to EE, such as the reluctance of parents to talk openly about sexuality with their children [17,18], peer pressure [19][20] and the strong influence of the representation of sexuality in the media [17].

Parental control generally refers to parental knowledge of a child's whereabouts and activities [21][22]. Several investigators have reported that high levels of parental supervision were associated with lower sexual risk behavior [23][24][25][26-29]. In their study on parental surveillance, Stattin and Kerr [30] note that parents can only effectively monitor their adolescents if they are open about what they are doing. In the absence of child disclosure, surveillance is ineffective. They urge researchers to rethink surveillance by considering the role teens are contributing to the process.

These results indicate the important role that communication between parents and young people plays.

Although parents are frequently in charge of their children's sex education, they may require assistance and support in terms of information, motivation, and strategies to achieve the best results [31]. If mothers are unable to answer their children's sexual questions due to a lack of skill and knowledge, children will most likely learn about these topics from other sources such as magazines, films, the Internet, and peer groups [32]. Mothers may provide inappropriate and problematic responses to their children's questions if they do not prepare adequately [33]. According to Iranian research, only 25.9 percent of mothers can correctly answer their children's questions [34]. Parents' modesty, lack of knowledge, and belief in the need to preserve the child's innocence all act as impediments to proper sex education [35][33].

This study investigates the parental processes that differentiate low- and high-risk sexual behavior in teenagers, using a definition of sexual risk-taking based on a history of sexual intercourse including either many partners and/or no condom usage. This concept of sexual risk-taking corresponds to that provided by numerous other studies [36–39]. Parent-adolescent communication, parental supervision, and parenting style are some of the parenting processes of interest. Given that extensive research has shown that these processes differ for teenage boys and girls [40-45][30], the effect of gender will be explored. Because of the strong focus on sexual risk-taking behavior, the impact of age and ethnicity will be explored.

3. STATEMENT OF THE PROBLEM

This main focus of the study is to evaluate the perception of school personnel and parents towards the introduction of sex education to Grade 4-6 students. Specifically, this study will seek answer to the following questions:

1. How may the parents and school personnel perceived introduction of sex education among grades 4 to 6 pupils?
2. Is there a significant relationship between parents and school personnel perceived introduction of sex education among grades 4 to 6 pupils?

4. METHODOLOGY

The researchers used the descriptive correlational research method. A correlational research is a sort of research strategy that includes the perception of two factors for a request to build up a measurably comparing connection between them. The objective of this study was to distinguish the variables that have some sort of relationship to the degree that the adjustment of one makes some change in the other since it concerns the portrayal of independent and dependent

variables. In Particular, the main point of this research was to concentrate on parents and teachers' perception about the introduction of sex education to elementary students.

The researchers used a questionnaire method for their primary information gathering device. It is a standardized questionnaire used on deciding the insights of parents and teachers towards the introduction of sex education to Grade 4-6 students.

The respondent of this study comprised of 200 pupils from both private and public school in Bulacan. To gather the information for this study the researcher adopted a Likert scale questionnaire that deals with the perception of teachers and parents towards sex education. It is divided into 3 sections and 10-20 questions. Section A talks about the effect of sex education to Grade 4-6 pupils, Section B talks about how it will affect the parents and teachers' perception. Section C talks about the effectiveness of introduction of sex education for the Children with the guidance of their parents and teachers.

The data were tabulated and processed using Statistical Packages for Social Sciences (SPSS). To quantify the independent and dependent variables, the researchers used the following scale: 1 - strongly disagree, 2- disagree, 3 - neutral, 4-agree, 5-strongly agree. To determine the relationship between IV/DV, the Pearson correlation analysis was utilized.

The researchers followed the following guidelines when gathering data:

Means, Frequency counts, and Correlation and regression analysis were used as the statistical formula of this study.

The mode of the gathering was the validated questionnaire method. The researchers followed the following procedures when collecting the data:

An email was sent to the school principal and admin of a private school in the City of Marilao, Bulacan, asking for permission to conduct the study.

The researchers then distributed the questionnaires to the respondents through an email with the authorization of the school principal and the admin.

The researchers collected the questionnaires from the respondents and will check if they were able to answer all the questions given.

5. RESULTS AND DISCUSSIONS

Perception of Parents

Table 1. Perception of Parents

Indicators	Mean	Interpretation
1. I let my child participate in school activities.	4.7	agree
2. I check my child's social media account	3.05	neutral
3. I allow my child to go out with his/her friends.	3.75	agree
4. I got my child's social media account password.	2.15	disagree
5. I check my child's friends if they are good for him/her or not.	4	agree
6. Encouraging a positive body image.	4.95	strongly agree
7. Encouraging children to self-acceptance and self-esteem	4.93	strongly agree
8. Learning about sexual development and behaviour across childhood	4.10	agree
9. I protect children when it comes to sexual abuse.	4.75	strongly agree
10. I am open to discuss sex education with my child.	4.35	agree
11. I have enough information about sex education.	4	agree
12. I don't want my child to know anything about sex education.	3.85	agree
13. I let teachers to be straightforward when it comes to sex education.	4.85	strongly agree
14. I want to let my child understand the human body, reproduction, pregnancy, and birth.	4.70	strongly agree
15. I check my child's search history.	3.71	agree
16. I don't let my child see pictures that are inappropriate.	3.78	agree
17. I think the media made my child to be more curious about sexuality.	4.15	agree
18. Do you think sexuality education is important for your child?	4.40	agree
19. Do you consider that sex education as one of the most important subject?	4.15	agree
20. Will you consider that sex education is one of the most important thing to learn?	3.73	agree
Total	4.10	agree

It can be seen that at Table 1, that the perception of parents towards the introduction of Sexual education to Grade 4 to 6 pupils was, "Agree" as shown by the average score of

4.10. Statement 6 got the highest mean score of 4.95 with a corresponding interpretation of "Strongly Agree", while the 4th statement got the lowest mean score of 2.15. which means the respondent, "Disagree".

The study looked at how parents educate their kids about sex in their homes and what signals they want to send to their children. This can also be the key to help parents to support their child about sex education. It also indicates that parents who communicate to their children about topics about sexuality can have a good impact on a child's views and conduct in relation to sexual concerns.

Table 2. Perception of School Personnel

Indicators	Mean	Interpretation
1. I discuss puberty with children.	4.95	strongly agree
2. I entertain any question about sex education regardless of a young age.	4.05	agree
3. I am not judgemental of my child/pupils' question about sex education, for they questioned out of curiosity.	4.50	agree
4. I teach children the basic knowledge of contraceptives	4.11	agree
5. I teach children about what to do and how to react to signs of sexual abuse.	4.55	strongly agree
6. I explore barriers to communicating effectively with children about sexuality.	4.51	strongly agree
7. Children must be open minded when they hear the word, "sex."	4.45	agree
Total	4.44	agree

Perception of School Personnel

At Table 2, it can be seen that the teachers have enough knowledge about sex education. School Personnels agreed because they have important content tools, activities, and educational objectives for sex education.that have been introduced to educators. In addition, they have the confidence to state the aims of sex education or explain the rationale for training to skeptics. As a result, they were prepared to face objections or to advocate for such a curriculum for the children and for the sake of every child's parents' mind.

Relationship Between Parents and School Personnel's Perceptions towards Sex Education

Finding revealed that the introduction of sex education to Grades 4 to 6 pupils affect the perception of parents and school personnels evident by 0.7405 positive correlation. This means both school personnels and parents are in favor of the introduction of sex education to Grades 4 to 6 pupils.

6. CONCLUSIONS

The conclusions attained by the researchers are based on the findings of the research. First, parent and school personnel understood that sex education will benefit their child's future for the reason that sex education will open the children's mind in reality; second, the issues or problems of parents and school personnel in introducing sex education was knowing their part when it comes to child's privacy; third, The table indicates that parent and school personnels perception was affected by their observation about what the society's explanation of the word "sex". Most of the school personnels are already open minded about this topic but when it comes to parents, some of them are not favor to open this topic with their kids; lastly, the researchers found out that teaching sex education is not easy especially in this generation, the word "sex" were already misinterpreted. The researchers also found out that this topic should really enlighten the school personnel and parents perception about the sex education because it's for the sake of the child's future.

7. RECOMMENDATIONS

From the findings and conclusion, the researchers suggests the following scope for the future: (1) parents and school personnel should discuss the main point of sex education to each other. With that, it can be more understandable and both of them will be able to share each other's wants and needs for the Grades 4 to 6 pupils and then, the privacy of the child; (2) maybe privacy is a need for everyone but for the sake of the children, parents should really monitor their child because children nowadays, social media can be crucial and parents won't be able to see what they're child doing. Monitoring can be helpful especially in the child's age.

For the limitation of the study, first is the population sample. The researchers suggest considering a larger number of parents and school personnel to be involved to make the results more reliable. The researchers also suggest using a recently approved questionnaire to fit the setting of the title of the study, the introduction of sex education to Grades 4 to 6 pupils. Also, additional questions that are related to the perception of parents and school personnel towards the introduction of sex education to Grades 4 to 6 pupils are recommended.

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