

Chapter i

Family, Teenage Pregnancy



Chapter I INTRODUCTION Background The health and bright future of every adolescent is shadowed by risk of sexually transmitted diseases, unintended pregnancy and even abortion, that will enable them to reach their goals in life. Research shows that one youth is infected with HIV every hour of everyday, while 5% increase in teenage birthrate, 40. 5 births per 100 young woman ages 15-19 (Hamilton et. al. 2009). This mind numbing fact, is pointed to the aggressiveness, curiosity and misguidance of teens about the issues of sexuality. In a Christian country, like Philippines, these issues are taken with great care and fragility, hence, according to Wagoner (2001), this are public issues that should be treated with rights, respect and responsibility instead of fear, denial and blame. The youth have the right to accurate information, deserving of respect and do have an obligation to act responsibly. Ignorance regarding this is a crucial matter that has an easy remedy: educate the youth and give hope for a more informed tomorrow (Leavitt, 2009). Because like what Wagoner (2001) said, " By this we could protect their (youth) health and their lives. " Sex education on the other hand, according to Kirby (2002) and Alford (2003), it teaches about abstinence as the best method of avoiding STDs and unintended pregnancy through contraception, it talks about interpersonal and communication skills which help young people explore their own values, goals and options, a prevention program that will affect multiple behavior and achieve positive health impacts. As support to the global call of sex education, Representative Lagman (2008) said that Reproductive Health Bill was formulated by the congress here in the Philippines, that promotes information on access to both natural and modern family planning method,

which are medically safe and illegal permissible and assures an enabling environment where women and couples have the freedom and choice on the mode of planning their family while strengthening PopCom in educating the youth. For this reason, the researchers would like to expose the importance and effects of sex education program in the learning of teens and in the preservation of the country as a whole at the same time, assist and guide the youth to be responsible not only in their decision but more importantly to their judgment as to what Villegas (2009) said, " The only thing that will bring things to order is time. "

Statement of the Problem

1. What are the importance of integrating sex education in the learning of teenagers?
2. What are the effects of integrating sex education in the learning and intellectual growth of teens?
3. What would be the impacts of sex education in social, spiritual and sexual development of teens?

Statement of the Objectives

1. To instill among the youth the importance of sex education.
2. To show the effects of integrating sex education in the learning and intellectual growth of teens.
3. To reveal the impacts of sex education in social, spiritual and sexual development of teens.

Scope and Limitations of the Study

The study is only limited on the importance and effects of integrating sex education on the learning of teenagers in the secondary level and it's feasible contribution towards nation building and global prosperity. It was conducted at La Filipina National High School, La Filipina, Tagum City, from February to March 2010 and was participated by 100 respondents consisting of 20 teachers (five every year level) and 80 students (20 per year level).

Significance of the Study

For the youth: The main purpose of this study is to provide information about sex education, its importance and

effects to the academic performance of teens towards self-preservation and to showcase a wide array of choices to help live a healthy and productive life that would ensure active participation of youth in nation building and global development in the future. For the parents: The significance of the study is to help them to realized their big and vital duty to guide the youth and inculcate among them the values they should bear in mind to lighten their path towards a brighter future. For the teachers: The relevance of this research is to equip them with the right concept in providing not only quality education but also how education be used in fighting ignorance as core cause of deemed tomorrow. For the community: The importance of this research is to give the correct and clear meaning of sex education, as well as, its objectives to awaken the community of its advantage to address the increasing population growth and lessen if may not eradicate sexually transmitted diseases infected and to bring back youth closer to the Almighty creator. Definition of Terms Sex Education -is a program that teaches about abstinence and about using condoms and contraception to avoid STDs and unintended pregnancy, thus develop interpersonal and communication skills. Abstinence -refraining from doing sexual activity before marriage. Sexually Transmitted Disease -or STD is a disease transferred sexually like AIDS, HIV and many more. Morality -is a conduct or attitude judgment from moral standpoint. Unintended Pregnancy -is similar to unwanted pregnancy. Contraception - is the process of controlling birth. Reproductive Health Bill -is a bill in the congress that: - Aims to control rapid population growth, unwanted pregnancy and abortion. - Provide the public contraceptives and intensive discussions about issues of sexuality. Chapter II Review of Related

Literature The question of whether sex education should be taught in school took along debate up to this very moment inspite with the fact given by the University of the Philippines Population Institute (UPPI) and Demographic Research and Development Foundation, restated by Dr. Singson (2010), 26 percent of our Filipino youth nation wide from 15 to 25 admitted to have a premarital sex experience, and worst is 38 percent of youth are already in live-in arrangement. The Philippine Situationer dated 2009, added that about 1. 8m boys and 670, 000 girls aging 15-24 have pre-marital relations already, 766 HIV seropositive children and youth, and got pregnant between 18-19 years old that contribute to 400, 000 indused abortion annually thus infecting the quality of education gained by youth that unable them to be productive. Wagoner (2001), emphasized sexuality education is not an either/ or proposition, it's the reality young people needed and deserved. He further stretched, that he will always believe that the better way is to try rights, respect and responsibility to give young people tools and, more they will make safe and responsible decision out of it. Sex education on the other hand, according to Alford (2001), teaches abstinence as the best method to avoid HIV, unintended pregnancy and abortion, it provides value based education, shows variety of choices in the manner of living, accurate information about the reality of sexual issues, teaches proper usage of contraceptive materials to serve as protection, and preaches religious values to give youth opportunity to explore their own. Macken in 2006 also mentioned the programs efficacy in preventing HIV and other STD. Leavitt (2009), determined ignorance regard safe sex is a crucial matter with an easy remedy: educate the youth and give them hope for an informed

tomorrow. However, Anderson (1993) President of Probe Ministries International, viewed that the problem is not lack of education, but lack of moral instruction, according to him, young people needed information about sex, but it must be placed in moral context. He further said that we should provide youth with biblical principles and moral leadership in dissecting this issues. In contrary, researchers of Advocates of Youth (2009), stated that sex education clearly shows programs that do not encourage teens to start sexual intercourse, do not increase even the frequency, instead decrease the number of sexual partners which was supported by Kirby (2001) and Alford (2003) and in Mckeon's research in 2006. That is why Rep. Edcel C. Lagman (2008), author of the RH Bill of the Philippines, wishes to proved that, (1) Information and access to natural and modern family planning (2) Maternal, infant and child health and nutrition (3) Promotion of breast feeding (4) Prevention of abortion and management of post-abortion complications (5) Adolescent and youth health (6) Prevention and management of reproductive tract infections, HIV/AIDS and STDs (7) Elimination of violence against women (8) Counseling on sexuality and sexual and reproductive health (9) Treatment of breast and reproductive tract cancers (10) Male involvement and participation in RH; (11) Prevention and treatment of infertility and (12) RH education for the youth strengthen PopCom, are vital to promote a well oriented community that shall raised the level of public awareness on the urgent need to protect and promote reproductive health and rights. The study of Kohler and et al. (2008) said, that its not harmful to teach teens about birth control in addition to abstinence. Mauluer et al. (2009) also added, that sex education greatly boost the delay if not

decreased the intercourse participation rate. Dr. Markham (2009), told that we need to develop prevention programs that address the needs of the students who are not yet sexually active to promote skills and attitude to help them wait until they are older to have sex, we need to provide knowledge of condom and other contraceptive materials to the sexuality active and to give accurate and factual information and services related to STD's through education. Albert (2010) said, that no one suggests to set guidelines alone will work at all time for all people, that it is important that we will have a large portfolio and effective options, and that is what education could cater. Effects In the academic and intellectual growth. Supposed sex education is effectively implemented. The Millennium Development Goal or MDG #2, which seeks to achieve universal primary education will be attained, for the program will help youth to proceed and finish proper education, thus, creating them employable, said Virola (2009). Senderowitz in 2000 analyzed that, learning about the reproductive health is pout of the larger developmental process as child become adult. He further stated, this developed self-esteem, a sense of hope and goals for the future, and respect for others. Pick de Weiss et al. (1998), said that the study of Institute Mexicano de Investigacion de Familia y Poblacion or (IMIFP) and the New York- based Population Council showed that the course can increase student's knowledge on how to incorporate sex in the larger context of life. Delano in 2000, Association for Reproductive and Family Health Executive Director, revealed that this assessment could provoke life-building skills like negotiation skills, values classification, refusal skills, decision- making and goal setting. She further emphasized, that this skill will enable youth to cope

with the demands and challenges of growing up and self management. Moreover, Mahler (1896) agreed, because according to her this will help youth develop and practice decision- making skills, because sex education is not just about sex, but it facilitates self-esteem and the feeling that you have options and you are in control of things. Nguer in 1999 added, that this education allows youth to be more mature and to be able and face some of life's problems, it was also supported by Vincent et al. (1987), that the program is focused to improve decision-making skills, interpersonal communication skills, self-esteem and balancing of personal values, which is parallel to what Bailie said in 1995, thus, expressed a strong desire for better education and parents should be part of it. In the study of Cairns (1990), he found out the self-esteem and locus of control were associated with benefits in a single sex school than a mixed- sex environment. Mallam (1993) also revealed that this kind of curriculum showed attitudes toward academic subjects. Impacts on the Social, Sexual and Spiritual development - Social advancements Since social aspect is defined as the relationship and communication into someone or to the community, as a whole. Integrating sex education according to Kirby, restated by Leavitt (2009), that this program can effectively reduced the number of sexual partners. Sex education had been successful in various settings. Sendorovitz (2000), written that the program include peer-based approaches and media activities to reach people thus young people can comfortably and safely explore issues and concerns to practice safer sexual behaviors. Whitaker (2000), reported that its effects were safer behavior and strong ties in the family, school and church. Nguer of 2000 also emphasized, that this also

involves respect and responsibility. Since the values of respect for women by men and violence were instilled in their minds. Bailie (1995) also added that the opportunity for individual counseling with someone they trust like their parents and friends are also given importance. According to Dohoney (2007) they (youth) learned about how to say no to sex which is a clear result of having a sound judgment. - Sexual improvements Sexual activities are both natural to human and animals yet for human it's more sacred and treated with respect. Kirby (2007) found that 30 percent of this program lessens sex frequency and 60 percent reduced unprotected sex. Kohler et al. (2008) said that teens who received sex education were 60 percent less likely to report becoming pregnant. According to Grunseit (1997) this activity delayed the onset of sexual activity, reduced the number of sexual partners and decrease unplanned pregnancy and STD rates and a significant reduction in sexual risk-taking. Dohoney (2007) said, that receiving sex education before the first sexual activity has the positive outcome. According to Lagman (2008) this reduces abortion rates by as much as 85 percent that negates the need to legalize abortion. He added that the United Nations and countries with sex education stated, that the youth understand the proper sexual values, early initiation is delayed, multiple sex partners is avoided, spread of STDs is prevented. In conclusion he said this raise the level of public awareness on the urgent need to protect and promote reproductive health and rights. -

Spiritual enlightenment When temptation comes let GOD be your guide. 1
Corinthian 10: 13 said, " There hath no temptations taken you but such as in common man: but GOD is faithful, who will not suffer you to be tempted. " It is clearly stated that with intimate relation with GOD no temptation will ever

shake the foundation of our very soul which is faith. According to Leavitt, the mission can only be achieved by offering a personal relationship with Jesus Christ as the best way to live a sexually pure life. In addition, Sanches (2010) said, that if you're sexually pure because you are educated, you will avoid things that may tempt you to do pre-marital sex, and aborting baby. You won't feel cheap like used rags, because you believe in God and with it the pursuit for sexually pure is easy.

Chapter III Methodology

Locale of the Study

The location of the study may be classified into two: First, was at La Filipina National High School, La Filipina, Tagum City and the second was at the University of Southeastern Philippines, Tagum-Mabini Campus, Apokon, Tagum City. The former, includes the gathering of data through survey and latter, signifies the interpretation, analysis and making of the entire research study.

Procedure

After deciding the topic, researches of the anything related to it followed. From these researches, the researchers come up to a survey questionnaire form making it accurate to answer the problems and objectives of the study. The survey was made last March 2, 2010 at La Filipina National High School which was participated by 20 students and 5 teachers every year level summed up to 100 respondents. In every year level, the focus of the survey was only on the first section class having 20 respondents each, composed of 10 boys and 10 girls selected on random order. For the teachers, there were no specific guidelines on choosing who will answer the survey questionnaire. The respondents were chosen for they will be the one who will be affected directly for what so ever the result may be. Interpretation and analysis of the data gathered followed to form the summary, conclusions and recommendations.

Table 1. Distribution of

Respondents. | RESPONDENTS | NUMBER | PERCENTAGE | | FIRST YEAR | 20 | 20.0 | | SECOND YEAR | 20 | 20.0 | | THIRD YEAR | 20 | 20.0 | | FOURTH YEAR | 20 | 20.0 | | TEACHERS | 20 | 20.0 | | TOTALITY | 100 | 100.0 |

Data Gathering Tool The tool used in the study was based on the property of descriptive-analytic research for it involves books, magazines, news papers, internet and other resources related to the study. In addition, survey was also made to gather data from the respondents. The survey was composed of three tests. First, was to measure the percentage whether or not Sex Education is important to the respondents. This test was composed of 10 questions. It was answered by agree or disagree. The second test was made to calculate the percentage of the possible effects of integrating sex education on learning and intellectual growth of teens and was answered by True or False. Test III was designed to compute the percentage of the possible impacts of integrating sex education on the social, spiritual and sexual development of the teenagers and was answered by Yes or No.

Statistical Method Used The data gathered from the survey was calculated in this formula: $\text{Percentage} = \frac{\text{Number of answers}}{\text{Total no. of respondents}} \times 100$

And was interpreted and evaluated by this scale. - 50% and up-strongly agree - 50% below-strongly disagree

Results and Discussions Here are the questions and statement used in the survey-questionnaire. Table 2.

Statements used to determine the importance of integrating Sex Education

in Test I. | Statement | | It is important to expose youth in the issues of

sexuality so that they would be aware. | | It is important to teach that

abstinence is the most effective method to prevent unintended pregnancy

and avoid Sexually | | Transmitted Diseases or STDs. | | It is important to

provide value-based education to give students opportunity to explore and define themselves. | | It is important to the youth to be oriented on accurate and factual information about abortion, masturbation, and STDs. | | It is important to teach religious values play a vital role in an individual's decision making. | | It is important to teach proper usage of contraceptive materials to lessen the risk of unintended pregnancy, STDs, abortion. | | It is important to omit controversial topics, such as, sexual orientation and premarital relations. | | It is important to provide the youth with no information approach on contraception other than its failure rates. | | It is important to provide a limited and set only one value as morally correct for all. | | It is important to teach that abstinence before marriage is the only accepted behavior. | Table 3. Statements used to test the effects of integrating sex education in the learning and intellectual growth of teens in Test II. | Statement | | Teens are more focus in their studies and academic development. | | Teens learned to have the " Locus of Control" in what they do. | | Teens had broadened their perspective in life. | | Teens had gained better grades and performed well in different fields. | | Teens had expanded their positive outlook in life. | | Teens had ignited their potentials and pave way to other's discovery of self. | | Teens had achieved their academic goals and ambitions. | | Teens had built leadership in decision making. | | Teens had appreciated the use of moral values and virtues towards the fulfillment of their dreams. | | Teens had strengthened their self-esteem and self-confidence. | Test 4. Statements used to examine the impacts of integrating sex education in the social, sexual and spiritual development of teens in Test III. | Statement | | Teenagers had developed self-respect and respect to

others. | | Teenagers knew the limitations of each circumstance in dealing with opposite sex. | | Teenagers had intensified their devotion to the Almighty and to the holiness of the Catholic Sacraments. | | Teenagers were informed on how to be healthy, both in mind and body. | | Decreased teenage pregnancy rate and pre-marital relations. | | Decreased abortion rate and prevent early marriage. | | Diversion of sexual urges to more productive activity used. | | Preservation of virginity up to marriage. | | Delayed sexual experimentations at early age. | | Excellent communication and understanding towards opposite sex. |

Tabulation of Results Table 5. Percentile rank of statements in items 1-6 and 10 of Test I from First, Second, Third, Fourth Year and Teachers. |

Items	Answer	First Year	Second Year	Third Year	Fourth Year	Teachers	Totality
1-6 and 10	Agree	99	91	87	95	94	93
1-6 and 10	Disagree	1	9	13	5	6	7

The data gathered and tabulated above could tell that there is a consistent perception from all of the respondents for items 1-6 and 10. Since this statements are pro-sex education. On the other hand in Table 6 the data were also consistent in disagreeing to the statement in items 7-9, since this statement were actually anti-sex education. Table 6. Percentile rank of statements in items 7-9 of Test I from First, Second, Third, Fourth Year and Teachers. |

Items	Answer	First Year	Second Year	Third Year	Fourth Year	Teachers	Totality
7-9	Agree	47	50	73	48	0	44
7-9	Disagree	53	50	27	52	100	56

Table 7. Percentile rank of statements in items 1-10 of Test II from First, Second, Third, Fourth Year and Teachers. |

Items	Answer	First Year	Second Year	Third Year	Fourth Year	Teachers	Totality
1-10	True	100	90	96	91	98	95
1-10	False	0	10	4			

| 9 | 2 | 5 | In table 7, the data from test II, from items 1-10, were almost similar and it is from that the researchers could tell that there is similarity on the perception of the respondents to the effects of sex education on the learning and intellectual growth. Table 8. Percentile rank of statements in items 1-10 of Test III from First, Second, Third, Fourth Year and Teachers. |

Items	Answer	First Year	Second Year	Third Year	Fourth Year	Teachers
Totality						
1-10	Yes	83	92	87	87	100
1-10	No	17	8	13	13	0

10 | Table 8 on the other hand, could illustrate the consistent percentile of Yes and No, therefore the researchers could say that the respondents believe that the presented statements are possible impacts of integrating sex education in the social, sexual and spiritual development. Totality of the Data Gathered The following graphs are illustration of the totality of the data gathered presented by items. [pic]Graph 1. The percentage of Agree and Disagree on the importance of Sex Education. [pic] Graph 2. The percentage of True (Diamond) and False (Square) on the effects of Sex Education on the academic and intellectual growth of teenagers. [pic] Graph 3. The percentage of Yes and No on the impacts of Sex Education on the social, sexual and spiritual development of teens. Evaluation by the Scale Results Based on the scale (50% and up-absolute approval and 50% below-absolute contradiction) these were the results: [pic] Graph 4. Percentage of Approval and Contradiction of items 1-6 and 10. Test I. In Test I, testing the perception of the respondents towards the importance of integrating Sex Education, items 1, 2, 3, 4, 5, 6 and 10, with an average of 93. 0% agree and 7. 0% disagree, gained absolute approval while items 7, 8, 9, with an average of 56. 0% disagree and 44. 0% agree, showed absolute

contradiction. [pic] Graph 5. Percentage of approval and contradiction of items 7-9 in Test 1. On the other hand, Test II examined whether or not the statement provided were the effects of integrating Sex Education to the learning and intellectual growth of teens. After calculation, items 1-10 of Test II revealed 95. 0% of True and 5. 0% of False, which illustrates that the given statements from 1-10 gained absolute approval. [pic] Graph 6. Percentage of approval and contradiction of items 1-10 in Test II. Test III, composed by statements about the possible impact of Sex education on the social, Sexual and spiritual development of teens. Statements 1-10, average of 90. 0% of Yes and 10. 0% of No, means Absolute approval. [pic] Graph 7. Percentage of approval and contradiction of items 1-10 in Test III. Chapter IV Summary, Conclusions, Recommendations Summary In our quest for sustainability and productivity in the near future, the use of sex education program will ensure youth's vital contribution towards nation building. The primary purpose of the study was to determine the importance, effects and impacts of integrating sex education in the academic and intellectual growth, social, sexual and spiritual development of teenagers. Survey-questionnaire regarding this aims was formulated in order to investigate what would be the importance, effects, and impacts of sex education according to the perception of the respondents. La Filipina National High School's students from first year to fourth year (20 per year level) and 20 teachers 95 per year level) were the respondents. The results of the survey were calculated and were tested by the scale used to determine its standing. The study shows that the respondents do have positive reaction and perception towards the importance, effects, and impacts of sex education, to mold students into a

well-rounded person. Conclusions Based on the results of the study, it is concluded that:

1. Sex education is important to : - it expose youth in the issues of sexuality so that they would be aware. -it teaches that abstinence is the most effective method to prevent unintended pregnancy and avoid Sexually Transmitted Disease. -it provides a value-based education to give students opportunity to explore and define them. -it orients on accurate and factual information about abortion, masturbation and STDs. -it teaches religious values play a vital role in an individual's decision making. -it teaches proper usage of contraceptive materials to lessen the risk of unintended pregnancy, STDs, abortion.
2. There is no need to: -Omit controversial topics, such as, sexual orientation and premarital relations. - Provide youth with no information approach on contraception other than its failure rates. -Provide a limited and set only one value as morally correct for all.
3. Integrating Sex Education on the learning and intellectual growth of teens will bring: -Focus on their studies and academic development and Locus of control - Broaden perspective in life and leadership in decision-making - Better grades and performance in different fields - Expansion on positive outlook in life with confidence
4. Integrating Sex Education on Social, Spiritual, and Sexual Development of Teenagers will induce: - Knowledge in dealing with opposite sex and its limitations -Deep devotion to the Almighty and to the Holy Catholic Sacraments -Decreased in teenage pregnancy and pre-marital relations, abortion rate and early marriage. - Diversion of sexual experimentation at early age -Delay in sexual experimentations at early age

Recommendations The researchers would like to recommend a further study on the effects of integrating Sex Education to

verify the results. Based on the findings, the researchers could endorse: -
The integration of Sex Education in the curriculum of high school students provided that it will show and teach factual information about sex issues. -
That the school must integrate sex education programs to uplift learning and intellectual skills of students and expand their outlook to life by exposing them to different seminars and workshop. - That the school should boost social, spiritual and sexual aspect of teenagers in order to develop deep devotion to God, respect for others and to the holiness of the catholic sacraments through including them on religious activities.

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University of Southeastern Philippines Tagum-Mabini Campus Apokon, Tagum City February 17, 2010 MR. ROGER A. MARTINEZ School Principal La Filipina National High School Thru: Advisers and Subject Teachers Mr. / Miss / Mrs.; Greetings! We are students of the University of Southeastern Philippines. Presently, we are conducting a research paper entitled; " The Integration of Sex Education in pursuing Quality Education among Teenagers in the Secondary Level, " as partial fulfillment of the requirements in English

2(Writing in the Discipline). In line with this, please allow us to conduct a survey-interview to the students from first to fourth year, twenty students and five teachers per year level, this March 2, 2010 at 1: 00-3: 00 in the afternoon. Attached here is a copy of the survey-questionnaire form. Thank you and we are hoping for your favorable response. Very truly yours, Abuloc, Eugene S. Bernardo, Leah S. Carna, Ronalyn C. Carnicer, Mary Lou M.

Dawami, Nadzla A. Noted by: Prof. Milagros A. Pedrosa English 2 Instructor

Approved by: Mr. Roger A. Martinez La Filipina National High School, Principal
University of Southeastern Philippines Tagum-Mabini Campus Apokon,

Tagum City SURVEY-QUESTIONNAIRE FORM Name:

_____ Age: ____ Signature: _____ Date: _____

Gender: ____ Level of Educational Attainment: _____ TEST I. Direction:

Check the column. AGREE, if the statement shows the importance of integrating Sex Education in the learning of youth in the secondary level and DISAGREE if not. | Statement | Agree | Disagree | | It is important to expose youth in the issues of sexuality so that they would be aware. | | | | It is important to teach that abstinence is the most effective method to prevent unintended | | | | pregnancy and avoid Sexually Transmitted Diseases or STDs. | | | | It is important to provide value-based education to give students opportunity to explore and | | | | define themselves. | | | | It is important to the youth to be oriented on accurate and factual information about abortion, | | | | masturbation, and STDs. | | | | It is important to teach religious values play a vital role in an individual's decision making. | | | | It is important to teach proper usage of contraceptive materials to lessen the risk of unintended | | | | pregnancy, STDs, abortion. | | | | It is important to omit

controversial topics, such as, sexual orientation and premarital | | | |
relations. | | | | It is important to provide the youth with no information
approach on contraception other than its | | | | failure rates. | | | | It is
important to provide a limited and set only one value as morally correct for
all. | | | | It is important to teach that abstinence before marriage is the only
accepted behavior. | | | | TEST II. Direction: Check the column, TRUE, if the
statement is a result of integrating Sex Education on the learning and
intellectual growth of teens and FALSE if not. | Statement | True | False | |
Teens are more focus in their studies and academic development. | | | |
Teens learned to have the " Locus of Control" in what they do. | | | | Teens
had broadened their perspective in life. | | | | Teens had gained better grades
and performed well in different fields. | | | | Teens had expanded their
positive outlook in life. | | | | Teens had ignited their potentials and pave way
to other's discovery of self. | | | | Teens had achieved their academic goals
and ambitions. | | | | Teens had built leadership in decision making. | | | |
Teens had appreciated the use of moral values and virtues towards the
fulfillment of their dreams. | | | | Teens had strengthened their self-esteem
and self-confidence. | | | | TEST III. Direction: Check the column, YES, if the
statement is an impact of integrating Sex Education on the social, spiritual
and sexual development of teenagers and NO if not. | Statement | Yes | No | |
Teenagers had developed self-respect and respect to others. | | | | Teenagers
knew the limitations of each circumstance in dealing with opposite sex. | | | |
Teenagers had intensified their devotion to the Almighty and to the holiness
of the Catholic | | | | Sacraments. | | | | Teenagers were informed on how to
be healthy, both in mind and body. | | | | Decreased teenage pregnancy rate

and pre-marital relations. | | | | Decreased abortion rate and prevent early marriage. | | | | Diversion of sexual urges to more productive activity used. | | | | Preservation of virginity up to marriage. | | | | Delayed sexual experimentations at early age. | | | | Excellent communication and understanding towards opposite sex. | | | | Thank you very much!