ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 9| September 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

INFLUENCE OF CULTURAL ORIENTATION IN THE IMPLEMENTATION OF COMPREHENSIVE SEXUALITY EDUCATION IN SENIOR HIGH SCHOOL LEARNERS

Dianne Borabo Ganggay
Laguna State Polytechnic University Sta. Cruz Laguna 4009 Philippines

ABSTRACT

The main purpose of the study is to determine the influence of cultural orientation in the implementation of comprehensive sexuality education in senior high school learners. Specifically, this study aimed: (1) to identify the demographic profile of the selected learners in terms of gender, civil status, family size, and senior high school track (2) to measure the level of cultural orientation in terms of xenocentrism, ethnocentrism, and cultural relativism; (3) to determine the level of implementation of comprehensive sexuality education in terms of values, stigmatization, empowerment, and adaptability; and (4-5) to determine whether the demographic profile of the respondents and the cultural orientation significantly influence the implementation of comprehensive sexuality education.

The descriptive method was used in the study to determine the influence of cultural orientation in the implementation of comprehensive sex education. The primary respondents were 321 Grade 12 learners from the schools of selected schools in Unit 2.

The analysis indicates a slight majority of female participants, mostly single, with family sizes ranging from 3-5 members and academic track learners predominated. The overall level of cultural orientation concerning xenocentrism, ethnocentrism, and cultural relativism was relatively high. The level of the implementation of comprehensive sexuality education in terms of values, engagement, and adaptability was relatively high, with moderate levels of stigmatization. The demographic profile in terms of gender, civil status, and family size showed no significant influence, while the senior high school track had a significant influence. Finally, the results revealed that cultural orientation, particularly xenocentrism, and cultural relativism, plays a significant while ethnocentrism had a weaker influence.

It is concluded that (1) learners' demographic profile had no significant influence on comprehensive sexuality education implementation and (2) learners' cultural orientation was significantly linked to the implementation of comprehensive sexuality education.

It is suggested that DepEd officials and school heads may create a tailored module for inclusivity, including diverse perspectives; curriculum developers may ensure the programs are culturally sensitive by including perspectives and examples that resonate with the cultural backgrounds of the learners; future research may examine factors within senior high school tracks influencing its implementation and may investigate behavioral outcomes of comprehensive sexuality education.

KEYWORDS: *influence; cultural orientation; comprehensive sexuality education*

1. INTRODUCTION

Cultural orientation is the examination or consideration of a person's or a group's cultural background, beliefs, values, norms, and practices in connection to an established situation or problem. Views of supremacy, inferiority, and respecting other cultures equally are all included in this perspective. Comprehensive Sexuality Education (CSE), on the other hand, is an important component of a comprehensive approach to sexual health and education that teaches gender-responsive information, adolescent reproductive health, disease prevention, HIV/AIDS and other sexually transmitted infections, and issues and concern about gender and sexuality into various subjects and activities in Junior High and Senior High School.

The prevalence of pressing issues among adolescents, such as teenage pregnancy, peer pressure, misconduct, sexual and health relationship challenges, peer rejection, and social isolation are just some of the challenges faced by adolescents according to Gongala, (2023). Adolescence is facing physical, emotional, and social changes, and challenges and these emphasize the importance of researchers examining the influence of cultural orientation in the implementation of comprehensive sexuality education. Understanding how adolescents view society and culture, including cultural norms, values, and beliefs, and how this influences their attitudes, behaviors, and decision-making processes regarding sexual health and relationships, as well as other related issues, is critical to developing more efficient and culturally sensitive educational approaches that will ultimately promote healthier outcomes for those who are most at risk. Due to the idea of culture and tradition passed down through generations, it may be challenging to embrace the notion of comprehensive sexuality education, or it may offer a strong foundation for accepting and applying comprehensive sexuality education concepts.

Adolescents on the verge of adulthood and senior high school students are in a critical stage of development where providing accurate, comprehensive, and culturally relevant sex education

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 9| September 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

can deeply influence their beliefs, values, and actions in a lasting manner. Arnet J. (2016)

In this light, the researcher decided to conduct the study because the influence of cultural orientation in the implementation of comprehensive sexuality education is still relatively unexplored since it is often overshadowed by discussions on the nature and scope of sex education, so it is crucial to investigate the influence of cultural orientation in the implementation of the comprehensive sexuality education in the Senior High School Learners.

1.1 Statement of the Problem

Specifically, it seeks to answer the following questions:

1. What is the level of students' demographic profile in terms of;
   - 1.1. Gender;
   - 1.2. Civil status;
   - 1.3. Family size; and
   - 1.4. Senior high school track?
2. What is the level of the influence of cultural orientation in terms of;
   - 2.1. Xenocentrism;
   - 2.2. Ethnocentrism; and
   - 2.3. Cultural Relativism?
3. What is the level of the implementation of Comprehensive Sexuality Education in terms of;
   - 3.1. Values;
   - 3.2. Stigmatization;
   - 3.3. Empowerment; and
   - 3.4. Adaptability?
4. Is there a significant influence between the demographic profile of the students and the implementation of Comprehensive Sexuality Education?
5. Is there a significant influence between the cultural orientation of the students and the implementation of Comprehensive Sexuality Education?

2. METHODOLOGY

According to Siedlecki (2020), a descriptive quantitative study is used to describe individuals, events, and conditions of the subject without manipulation. Manjunatha, N., (2019) Simply put, descriptive research aims to find, characterize, or identify what is, whereas analytical research tries to explain why something is the way it is or how it came to be. Describe the characteristics and/or behavior of the representative group is a common application of the descriptive method.

A descriptive method of research was used in this study to determine the role of viewing cultural orientation in the implementation of comprehensive sexuality education.

3. RESULTS AND DISCUSSION

This chapter presents, analyzes, and interprets the data gathered that showed significant influence on the profile and cultural orientation of the students in the implementation of comprehensive sexuality education.

Demographic Profile of the Respondent

Several important demographic factors, such as gender, marital status, family size, and senior high school track, were looked at in detail when analyzing student profiles within the study's framework. These variables give a thorough overview of the individuals involved, demonstrating the various backgrounds and traits of the respondents.

Figure 1 presents the distribution of respondents based on gender. Both male and female students are represented, a closer examination reveals that the majority identify as female, comprising 173 individuals or roughly 53.89% of the total respondents. On the other hand, male respondents make up the remaining 148 individuals, constituting approximately 46.11% of the total sample size

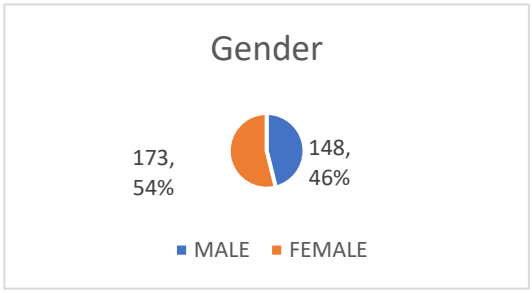


Figure 1. Students' Profile in Terms of Gender

Figure 2 below, presents the students' profile in terms of civil status. 320 respondents are single, which comprises approximately 99.69% of the total respondent population. There is only 1 respondent who is married, which comprises approximately 0.31% of the total respondent population. This data provides insights into the civil status distribution among the respondents, indicating that the vast majority of respondents are single, with a very small proportion being married.

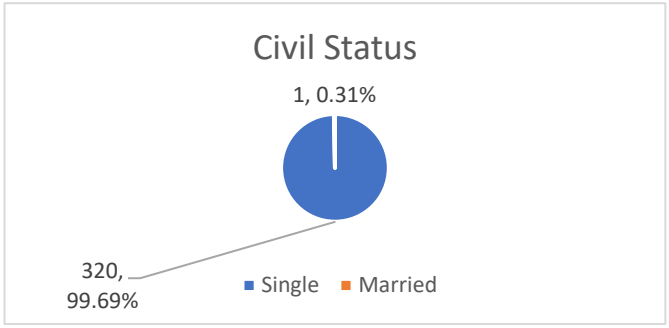


Figure 2. Students' Profile in Terms of Civil Status

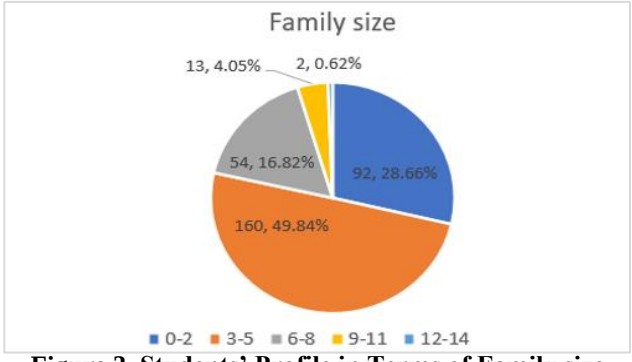


Figure 3. Students' Profile in Terms of Family size

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 9| September 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

Figure 3 presents the students' profile in terms of family size. There are 92 respondents from the 0-2 family size group, comprising approximately 28.66% of the total respondent population. 160 respondents belong to the 3-5 family size group, accounting for 49.84% of the total respondents. There are 54 respondents with family sizes ranging from 6 to 8, accounting for approximately 16.82% of the total respondent population. There are 13 respondents from the 9-11 family size, accounting for approximately 4.05% of the total respondent population. While 2 respondents belong to the 12, they account for approximately 0.62% of the total number of respondents. This data shows that most of the respondents belonged to a family size of 3-5, and only two respondents belonged to a large family size of 12-14.

Figure 4 below, shows the student profile for the senior high school track. The majority of respondents are on the academic track, accounting for 176 or 55%, while those on the technical vocational and livelihood tracks account for 145 or 45% of total respondents. These results indicate relatively more academic track students than technical vocational and livelihood track students in this study.

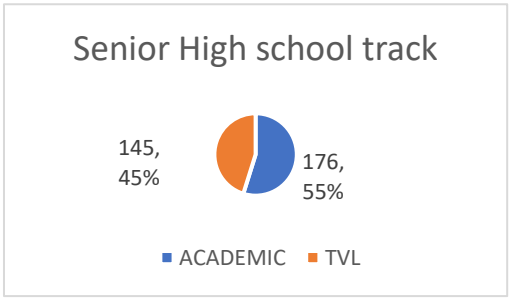


Figure 4. Students' Profile in Terms of Senior High School Track

Level of Students Cultural Orientation

The level of students' cultural orientation includes xenocentrism, ethnocentrism, and cultural relativism and was measured by getting the mean and standard deviation.

Table 1 presents the students' cultural orientation with an emphasis on xenocentrism, which is defined as valuing or favoring aspects of other cultures over one's own. The degree to which people prioritize, and place greater value elements and significance to the values, or practices from other cultures more highly than those from their own is examined by this aspect of cultural orientation. The mean score is (M=4.01), indicating that students often believe that educational programs incorporate cultural practices from diverse backgrounds even if they differ from their own. While students sometimes value cultural practices and beliefs from other cultures more than those from their
own culture (M=3.32).

Table 1. Level of Students' Cultural Orientation in Terms of Xenocentrism

Indicator	Mean	SD	Remarks
I value cultural practices and beliefs from other cultures more than those from my own culture.	3.32	1.31	Sometimes
I seek out opportunities to learn and experience different cultures.	3.78	0.95	Often
I do believe that educational programs incorporate cultural practices from diverse backgrounds even if they differ from my own.	4.01	1.06	Often
I am curious about and interested in learning about other cultures.	3.92	0.96	Often
I'm open to adopting new cultural practices if I think they are more beneficial than those from my own culture.	3.45	1.15	Often

Overall Mean = 3.70
Standard Deviation = 1.12
Verbal Interpretation = High

The overall mean score of 3.70 and a standard deviation of 1.12, indicate a relatively high level of cultural orientation towards xenocentrism among the students surveyed.

Table 2 presents the level of students' cultural orientation in terms of ethnocentrism, which refers to a belief that one's group is superior to others or the tendency to view other groups as inferior. The mean score is (M=4.11), indicating that students often ensure cultural values and practices are represented and respected in their own educational experience. While students sometimes believe that their culture is superior to others (M=2.88).

Table 2. Level of Students Cultural Orientation in Terms of Ethnocentrism

Indicators	Mean	SD	Remarks
I do believe that my culture is superior to others	2.88	1.47	Sometimes
I believe that cultural practices from my community should take precedence over practices from other cultures in school curricula.	3.27	1.22	Sometimes
I believe that it's important to ensure that my cultural values and practices are represented and respected in my educational experience.	4.11	0.95	Often
I engage in discussions that challenge my cultural beliefs and practices.	3.10	1.10	Sometimes
I feel that cultural traditions and practices should be preserved and protected from outside influence.	3.90	1.05	Often

Overall Mean = 3.45

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 9| September 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

Standard Deviation = 1.26
Verbal Interpretation = High
The overall mean score of 3.45 and a standard deviation of 1.26, indicate a relatively high level of cultural orientation towards ethnocentrism among the students surveyed.

Table 3 presents the level of students' cultural orientation in terms of cultural relativism, which refers to a belief that promotes empathy and cultural sensitivity by emphasizing the recognition of values and customs within specific social contexts. The mean score is (M=4.21), indicating that students always avoid passing judgments on cultural practices that are unfamiliar to them. This reflects a commendable level of cultural empathy and open-mindedness a readiness to set aside personal prejudices and stereotypes to embrace cultural diversity. While students are sometimes willing to accept cultural practices that are different from their own (M=3.68). It indicates that students sometimes do not welcome or interact with cultural differences to the fullest extent.

Table 3. Level of Students' Cultural Orientation in Terms of Cultural Relativism

Indicators	Mean	SD	Remarks
I'm interested in exploring the reasons behind cultural practices that may initially seem strange or different to me.	3.83	1.03	Often
I'm willing to accept cultural practices that are different from my own.	3.68	1.11	Often
I find it important to approach cultural differences with an open mind.	4.12	1.01	Often
I believe that cultural diversity contributes to the richness of society and educational experiences.	4.12	0.96	Often
I avoid passing judgment on cultural practices that are unfamiliar to me.	4.21	1.09	Always

Overall Mean = 3.99
Standard Deviation = 1.06
Verbal Interpretation = High
The overall mean score of 3.99 and a standard deviation of 1.06, indicate a relatively high level of cultural orientation towards cultural orientation among the students surveyed.

Level of the Implementation of Comprehensive Sexuality Education
The level of the implementation of comprehensive sexuality education includes values, stigmatization, empowerment, and adaptability and was determined by mean and standard deviation.

Table 4 below shows the level of implementation of Comprehensive Sexuality Education (CSE) in terms of values, as perceived by the respondents. Students often believe that Comprehensive Sexuality Education provides valuable knowledge and skills for making informed decisions about sexual health (Mean = 4.19). They also often prefer to talk to their peers whenever they are confused about certain issues (Mean = 3.77).

Table 4. Level of the Implementation of Comprehensive Sexuality Education in terms of Values

Indicators	Mean	SD	Remarks
Comprehensive Sexuality Education (CSE) helps me to deal with issues of my adolescent sexuality.	4.04	0.99	Often
I perceive Comprehensive Sexuality Education as a program that respects students' diverse backgrounds and values.	3.97	0.98	Often
I think topics about gender-related issues and concerns are relevant to my life at this stage.	3.93	1.03	Often
I think that Comprehensive Sexuality Education provides students with valuable knowledge and skills for making informed decisions about their sexual health.	4.19	0.96	Often
I prefer to talk to my peers whenever I am confused about certain issues.	3.77	1.13	Often

Overall Mean = 3.98
Standard Deviation = 1.03
Verbal Interpretation = High
The overall mean score of 3.98 and the standard deviation of 1.03 indicate a high level of implementation of comprehensive sexuality education among students. The findings indicate a positive perception or experience of Comprehensive Sexuality Education implementation in terms of values among the respondents.

Table 5 below shows the level of implementation of Comprehensive Sexuality Education (CSE) in terms of stigmatization, as perceived by the respondents. Students sometimes feel stigmatized or judged when participating in sexual education classes (Mean = 3.29). They also sometimes experience discomfort or judgment when participating in sex education classes. (Mean = 2.66).

Table 5. Level of the Implementation of Comprehensive Sexuality Education in Terms of Stigmatization

Indicators	Mean	SD	Remarks
I feel that students are stigmatized or judged when participating in sexuality education classes.	3.29	1.03	Sometimes
Instances of stigmatization related to sexuality education are rare in my school.	3.29	1.06	Sometimes
There is a stigma associated with Comprehensive Sexuality Education in my school or community, making students feel	3.22	1.00	Sometimes

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 9| September 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

uncomfortable discussing sexual topics.			
I experience discomfort or judgment when participating in sexuality education classes.	2.66	1.25	Sometimes
The media or popular culture carries stereotypes and stigmatization related to sexuality education.	3.08	1.11	Sometimes

Overall Mean = 3.11
Standard Deviation = 1.12
Verbal Interpretation = Moderate

The overall mean score of 3.11 and the standard deviation of 1.12 indicate a moderate level of implementation of comprehensive sexuality education among students.

Table 6. Level of the Implementation of Comprehensive Sexuality Education in Terms of Empowerment

Indicators	Mean	SD	Remarks
I believe that the values taught in comprehensive sexuality education align with my values and beliefs.	3.94	1.02	Often
I believe that comprehensive sexuality education promotes healthy and respectful relationships.	3.92	1.04	Often
I think comprehensive sexuality education empowers students to challenge gender stereotypes and promote gender equality in relationships.	3.94	1.02	Often
Comprehensive Sexuality Education encourages me to engage in conversation about sexual health and relationships with my peers, parents, or guardians.	3.68	1.08	Often
Comprehensive Sexuality Education empowers me to recognize and address situations of gender equality and inclusivity.	3.88	1.00	Often

Overall Mean = 3.87
Standard Deviation = 1.04
Verbal Interpretation = High

Table 6 displays the level of implementation of Comprehensive Sexuality Education (CSE), focusing on the aspect of empowerment. In this context, empowerment refers to the level of individual control over possibilities and decision-making within sexuality education programs. The mean score is (M=43.94), indicating that students often believe that the values taught in Comprehensive Sexuality Education align with their values and beliefs. Also, students often think comprehensive sexuality education empowers them to challenge gender stereotypes and promote gender equality in relationships.

On the other hand, students often feel that Comprehensive Sexuality Education encourages them to engage in conversation about sexual health and relationships with their peers, parents, or guardians. (M=3.68).

The overall mean score of 3.87 and the standard deviation of 1.04 indicate a high level of implementation of comprehensive sexuality education among students.

Table 7. Level of the Implementation of Comprehensive Sexuality Education in Terms of Adaptability

Indicators	Mean	SD	Remarks
I feel that the information and skills learned in Comprehensive Sexuality Education are adaptable to your personal experiences related to sexual health and relationships	3.93	0.99	Often
Comprehensive Sexuality Education encourages an adaptable approach to respecting diverse cultural perspectives and norms related to sexuality.	3.80	0.97	Often
Topics in Comprehensive sexuality education are just right to learn in my stage of life.	3.89	0.97	Often
It offers practical strategies for navigating situations where I may face peer pressure or coercion related to sexual behavior.	3.76	1.03	Often
It provides adaptable strategies for effectively responding to situations involving peer pressure or coercion related to sexual behavior.	3.91	0.98	Often

Overall Mean = 3.86
Standard Deviation = 0.99
Verbal Interpretation = High

Table 7 shows the level of implementation of Comprehensive Sexuality Education in terms of adaptability, as perceived by the respondents. Adaptability refers to an individual's ability to adeptly adjust cognition, behaviors, and emotions in response to new, uncertain, or changing situations.

Students often feel that the information and skills learned in Comprehensive Sexuality Education are adaptable to their personal experiences related to sexual health and relationships (Mean = 3.93). Students often offer practical strategies for navigating situations where they may face peer pressure or coercion related to sexual behavior (Mean = 3.76).

Table 8 below presents the results of a statistical analysis examining the influence of students' demographic profiles on the implementation of Comprehensive Sexuality Education across different aspects: values, stigmatization, empowerment, and adaptability. The demographic profiles taken into account are Gender, Civil status, Family size, and Senior high school track.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 9| September 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

Beginning with values associated with Comprehensive Sexuality Education, gender has a marginally significant positive influence (β = 0.13, p = 0.063) on values related to Comprehensive Sexuality Education, suggesting that there may be some effect of gender on these values. Civil status, family size, and senior high school track do not show significant effects. While none of the demographic profiles show significant effects on stigmatization associated with Comprehensive Sexuality Education.

On the other hand, gender has a marginally significant positive influence (β = 0.076, p = 0.048) on empowerment related to Comprehensive Sexuality Education. Civil status, family size, and senior high school track do not show significant effects.

Table 8. Significant Influence of Students Profile in the Implementation of Comprehensive Sexuality Education

Demographic Profile	Comprehensive Sexuality Education	Beta	*SE*	95 % CI *LL*	95 % CI *UL*	β	*p*
Gender	Values	0.13	0.07	-0.007	0.268	0.088	0.063
Civil status		0.202	0.614	-1.007	1.411	0.015	0.743
Family size		-0.045	0.043	-0.13	0.039	-0.051	0.292
Senior high school track		-0.079	0.07	-0.217	0.058	-0.054	0.256
Gender	Stigmatization	-0.069	0.075	-0.216	0.079	-0.049	0.359
Civil status		0.61	0.658	-0.685	1.904	0.049	0.355
Family size		0.019	0.046	-0.072	0.11	0.023	0.678
Senior high school track		0.134	0.075	-0.013	0.281	0.096	0.074
Gender	Empowerment	0.076	0.076	-0.073	0.226	0.048	0.315
Civil status		0.002	0.668	-1.311	1.316	0	0.997
Family size		-0.007	0.047	-0.099	0.086	-0.007	0.889
Senior high school track		0.055	0.076	-0.094	0.204	0.034	0.471
Gender	Adaptability	0.073	0.075	-0.075	0.22	0.968	0.334
Civil status		-1.405	0.658	-2.699	-0.11	-2.135	0.034**
Family size		-0.047	0.046	-0.138	0.044	-1.022	0.308
Senior high school track		0.167	0.075	0.02	0.314	2.236	0.026**

*Note: * p < .05.*

Civil status has a significant negative influence (β = -1.405, p = 0.034) on adaptability related to Comprehensive Sexuality Education this means that students with certain civil statuses may exhibit less adaptability to Comprehensive Sexuality Education.

Senior high school track shows a significant positive influence (β = 0.167, p = 0.026), indicating that students on certain tracks exhibit more adaptability, emphasizing the importance of considering academic pathways when planning and carrying out effective sex education programs.

Overall, these results conclude that among the demographic profiles examined, gender, civil status, and senior high school track may have some influence on certain aspects of the implementation of comprehensive sex education, such as values, empowerment, and adaptability. However, the effects are generally weak and inconsistent across different aspects of Comprehensive Sexuality Education. In terms of practical consequences, the findings highlight the importance of taking into account the larger social and cultural contexts within which students acquire knowledge.

The academic track was typically chosen by students who performed well academically, whereas the technical-vocational-livelihood (TVL) track was more likely to be chosen by those with lower academic performance. It reinforces the notion that the academic path chosen by students who do well contributes to greater adaptability. This is consistent with Kilag et al.'s findings, reinforcing the notion that choosing specific educational paths contributes to differences in adaptability among students.

Table 9 below presents the results of a statistical analysis examining the influence of cultural orientation on the implementation of Comprehensive Sexuality Education (CSE) across different dimensions such as values, stigmatization, empowerment, and adaptability. The cultural orientations considered are Xeno centrism, ethnocentrism, and cultural relativism.

Cultural orientation shows a significant influence on comprehensive sexuality education of the students in terms of values. xenocentrism (β = 0.166, p = 0.003), ethnocentrism (β

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 9| September 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

= 0.12, p = 0.020), and cultural relativism (β = 0.437, p < 0.001) all significantly influence values related to Comprehensive Sexuality Education. Cultural Relativism has the strongest effect. This means that individuals valuing foreign cultures tend to support Comprehensive Sexuality Education implementation more, also indicating strong support from individuals valuing cultural diversity. On the other hand, xenocentrism (β = 0.163, p = 0.006) and ethnocentrism (β = 0.257, p < 0.001) significantly influence the level of stigmatization associated with Comprehensive Sexuality Education, while cultural relativism does not show a significant effect.

Table 9. Significant Influence of Cultural Orientation in the Implementation of Comprehensive Sexuality Education

Cultural Orientation	Comprehensive Sexuality Education	Beta	*SE*	95 % CI *LL*	95 % CI *UL*	β	*p*
Xenocentrism	Values	0.166	0.055	0.058	0.274	0.164	0.003**
Ethnocentrism		0.12	0.051	0.019	0.221	0.113	0.020**
Cultural Relativism		0.437	0.054	0.331	0.542	0.435	0.000**
Xenocentrism	Stigmatization	0.163	0.059	0.048	0.279	0.17	0.006**
Ethnocentrism		0.257	0.055	0.149	0.366	0.257	0.000**
Cultural Relativism		0.036	0.057	-0.077	0.149	0.038	0.534
Xenocentrism	Empowerment	0.269	0.06	0.152	0.387	4.517	0.000**
Ethnocentrism		0.107	0.056	-0.002	0.217	1.929	0.055
Cultural Relativism		0.423	0.058	0.308	0.537	7.252	0.000**
Xenocentrism	Adaptability	0.268	0.059	0.153	0.384	0.255	0.000**
Ethnocentrism		0.081	0.055	-0.027	0.189	0.074	0.139
Cultural Relativism		0.331	0.057	0.219	0.444	0.319	0.000**

*Note: * p < .05.*

In terms of empowerment, xenocentrism (β = 0.269, p < 0.001) and cultural relativism (β = 0.423, p < 0.001) have a significant positive influence on empowerment in Comprehensive Sexuality Education, while ethnocentrism shows a marginally significant effect (β = 0.107, p = 0.055).

Lastly, in terms of adaptability, xenocentrism (β = 0.268, p < 0.001) and cultural relativism (β = 0.331, p < 0.001) significantly influences adaptability in Comprehensive Sexuality Education, while ethnocentrism shows a weaker, nonsignificant effect.

Overall, these results revealed that cultural orientation, particularly xenocentrism, and cultural Relativism, plays a significant role in shaping various aspects of the implementation of comprehensive sexuality education, including values, stigmatization, empowerment, and adaptability. Ethnocentrism also has some influence, though generally weaker and less consistent across different aspects of Comprehensive Sexuality Education.

4. CONCLUSION AND RECOMMENDATIONS

The demographic profile of the learners was observed to have no influence on the implementation of comprehensive sexuality education. Since, the demographic factors of gender, civil status, and family size did not show influence, whereas the senior high school track exhibited an influence. Moreover, The cultural orientation of the learners was observed to have an influence on the implementation of comprehensive sexuality education. As results revealed that cultural orientation, particularly xenocentrism, and cultural relativism, plays a significant while ethnocentrism had a weaker influence.

The following were recommended based on the findings of the study:

1. DepEd officials and school heads may create a module tailored to each gender's unique experiences and family dynamics, ensuring inclusivity and relevance for all students.
2. Educators and Curriculum Developers may ensure that programs are culturally sensitive. Include diverse perspectives and examples that resonate with the cultural backgrounds of the learners. Given that cultural orientation influences the implementation of comprehensive sexuality education.
3. Future researchers may consider investigating the behavioral outcomes of comprehensive sexuality education and may examine specific factors within the senior high school track that contribute to its significant influence on the implementation of comprehensive sexuality education.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 9| September 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

REFERENCE

1. *Gongala, S. (2023). 11 Common Problems Of Adolescence. MomJunction. Retrieved from https://www.momjunction.com/articles/problems-of-adolescence_00381378/*
2. *Arnett, J. (2016). Adolescence and Emerging Adulthood: A Cultural Approach (6th ed.). Pearson.*
3. *Siedlecki, S. L. (2020). Understanding descriptive research designs and methods. Clinical Nurse Specialist, 34(1), 8-12.*
4. *Manjunatha, N. (2019). Descriptive research. Journal of Emerging Technologies and Innovative Research (JETIR), 6(6), 863. Retrieved from https://www.jetir.org/v6/i6/JETIR1908597.pdf*