

Teachers' Preparedness and Efficacy in Delivering Reproductive Health Education and Learners' Development

Mae Maestrado Bastes^{1*}, Maria Lilibeth G. Castil, PhD²

¹ Master Teacher, Division of City Schools- Tagbilaran City, Mansasa Elementary School, Tagbilaran City, Bohol, Philippines

² Professor, Bohol Island State University – Main Campus, School of Advanced Studies, Tagbilaran City, Bohol, Philippines

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Email of Corresponding Author: mae.bastes@bisu.edu.ph

Abstract

This study determined the level of preparedness and efficacy of teachers in teaching Reproductive Health Education (RHE) and its implications for learners' knowledge, skills, and attitude development for SY 2025–2026 in the Tagbilaran City Division. Adopting a descriptive-inferential research design, the study surveyed 16 public elementary schools and examined data collected from 103 teachers and the proportion of their 366 learners based on the validated survey questionnaires. Mean, SD, and multiple regression analysis have been used to analyze the data. Results indicated moderate levels of teacher preparedness to teach RHE, and these teachers were moderately skilled in the delivery of RHE. According to teachers, learners are moderately prepared in all dimensions; likewise, learners' self-ratings indicate moderate preparation, but with knowledge and attitudes showing higher levels of growth. Findings indicated teaching trainings, preparedness and efficacy were not a significant predictor of learners' development. These results suggest that it may be inappropriate to assume that a direct relationship exists between the extent and quality of teachers' RHE training, preparation, and efficacy and learners' development, since other contextual and systemic-level components might have a greater influence on people's learning processes. These findings highlight the need to improve wider school and community support systems to enhance Reproductive Health Education delivery and effectiveness in basic education.

Keywords: Reproductive Health Education; Delivery; Teaching; Preparedness; Learners

1. Introduction

Reproductive health problems among adolescents have long been a global silent epidemic. Despite efforts to curb it, adolescent pregnancy remains a persistent issue, now compounded by the rising number of HIV cases worldwide. Young people aged 15–24 represent a significant portion of new HIV infections (WHO, 2022). In the Philippines, there were 6703 recorded cases of HIV. From January to March 2025, there were an average of 56 cases per day. This result reflects a 500% increase among the age group of 15 to 24 years old (POPCOM, 2025). The youngest reported case was a 12-year-old from Palawan which is scary to note because it just tells us that the epidemic has affected the younger age group. This alarming trend also emphasizes the importance of strengthening health knowledge and protective practices among young people through reliable school-based education interventions (Santiago & Santos, 2021).

Because of these alarming results, the Department of Education has issued Department Order No. 25, series of 2025 which says that the Reproductive Health Education (RHE) should be integrated into the Science, MAPEH, Araling Panlipunan and Edukasyon sa Pagpapakatao subjects to help learners make responsible decisions. However, the success of this program might depend on teachers' preparedness and efficacy in delivering RHE effectively. Learners are more likely to believe misinformation and engage in risky sexual practices when teachers are unprepared and unsupported (UNESCO, 2028), which highlights the need for consistent instructional quality and structured delivery systems in schools (De Lara & Santos, 2024). In the same way, standardized management practices and clear performance requirements can strengthen program implementation by ensuring that delivery processes are aligned with quality expectations and institutional accountability (Gamit et al., 2024). On the other hand, it is said that when teachers are knowledgeable of the subject they are teaching, they are able to create a classroom atmosphere where learners feel safe to talk about sensitive topics and make good decisions (UNFPA, 2020). This aligns with evidence that teacher leadership, standards, and professional competence contribute to classroom effectiveness and learning outcomes, especially when lessons involve sensitive and value-laden topics (Santos & Cajucom, 2020).

This just shows how important it is to examine the preparedness and efficacy of teachers in delivering RHE and its impact on learners' knowledge, skills, and attitudes. Recent findings suggest that young people's attitudes toward health-related behaviors can be shaped by information gaps, uncertainty, and hesitancy, reinforcing the importance of teacher-led,

evidence-based discussions in adolescent health education (Santiago et al., 2023). Likewise, prolonged stress, fatigue, and emotional strain among learners can influence decision-making and risk behavior, which further supports the need for supportive school environments and responsive teaching strategies (Santiago et al., 2023). Effective program delivery may also depend on how well schools address documentation, communication, and process consistency, since gaps in learning systems and implementation controls can weaken outcomes and reduce stakeholder confidence (Jacoba et al., 2025). Moreover, faculty capability and competence remain important factors in sustaining quality teaching performance and strengthening learner development, particularly in programs that require maturity, sensitivity, and technical accuracy (Hipolito & Santos, 2025). To ensure that RHE implementation produces measurable learning outcomes, schools may also require structured interventions and remediation strategies that address learning gaps and ensure mastery of key concepts and attitudes (Cara et al., 2025). This study aims to provide suggestions and recommendations based on the findings. The results of this study will help make teacher development better and improve learners' overall reproductive health.

2. Material and methods

2.1. Methodology

Descriptive inferential research methodology was used to look at the predictive relationship between the preparedness and efficacy of the teachers in delivering RHE and learners' development. The respondents were the teachers and learners from the 16 public elementary schools of Division of City Schools Tagbilaran City. The teachers who took part in the study were the Grade 4 to 6 teachers teaching MAPEH, Araling Panlipunan, Science and Edukasyon sa Pagpapakatao. Learners of the same grade level were the secondary participants. A total of 139 teachers and 4,360 learners were subject to stratified random sampling to make sure the study was well represented. A modified survey questionnaire was utilized based on Teacher Sexuality Education Questionnaire (TSE-Q) for teachers and Sexuality Education Review and Assessment Tool (SERAT) of UNESCO for the learners. A pilot test in Mansasa National High School was conducted first to check the reliability of the said questionnaires. Respondents filled out the surveys either through digital or paper form. Descriptive statistics and multiple linear regression were used to determine the predictive relationship between teachers' training, preparedness and efficacy and learners' development in knowledge, attitudes and skills.

3. Results and discussion

The main goal of this study was to determine the level of preparedness and efficacy of teachers in teaching Reproductive Health Education (RHE) and learners' development. It also examined the predictive relationships between teachers' training, preparedness and efficacy and learners' development in Division of City Schools Tagbilaran City for School Year 2025- 2026. The study was administered to a total of 103 teachers and 366 learners. Contrary to expectations, teachers' training, preparedness, and competence did not have a significant effect on learners' progress in RHE, suggesting that other considerations might be more salient in driving learners' learning outcomes.

The main findings showed that teachers had received little training in RHE, typically 1 to 3 courses. Teachers were relatively moderately prepared to teach RHE, though less so in terms of planning and delivery, and reported few resources to support effective teaching. Teachers' efficacy in delivering RHE was also moderate, and learners developed moderate levels of knowledge, attitudes, and skills; developmental scores were highest for knowledge and attitude. Despite these results, the teachers' preparedness was not a significant predictor of RHE development. The absence of statistically significant findings may relate to opportunities for training, availability of resources, or even influences from outside on learner learning that were beyond the scope of this research. The result of the study suggests that to provide teachers with more trainings especially in dealing with sensitive topics, provide teaching resources and continued support and supervision. This result may help other researchers to figure out how learners' engagement, community support and policy enforcement can lead to better RHE outcomes.

3.1. Teaching profile

Table 1 Training Related to RHE

Number of Training Attended	Frequency	% of Total
No Trainings	46	44.7
1 to 3 trainings	46	44.7
4 to 5 trainings	6	5.8
6 trainings and above	5	4.9
Total	103	100

The result suggests that some teachers have attended RHE training courses, but a large portion of these teachers have not received any official RHE training on how to teach RHE. These finding highlights DepEd Order no 25, s. 2025 that teachers should receive adequate training related to RHE. These result shows that there is a significant gap in the professional development of teachers that prevents them to successfully delivering RHE. UNESCO (2018) says that the quality and effectiveness of sexuality education heavily depend on teachers' level of preparedness and training. Similarly, Sivagurunathan et al. (2021) and Rathnayake et al. (2021) stressed that giving teachers the proper training can boost teachers' self-efficacy and preparedness in delivering RHE.

3.2. Teachers' RHE Delivery

3.2.1. Teachers' Level of Preparedness

Table 2 Level of Teachers' Preparedness in Delivering RHE

Dimension For Teachers' Preparedness	Weighted Mean	Description
A. Instructional Planning	2.72	MP
B. Instructional Delivery	2.80	MP
C. Access to Resources	2.38	LP
D. Policy Adherence	2.66	MP
Overall Composite Mean	2.67	MP

Legend: WP= Well Prepared LP= Less Prepared MP= Moderately Prepared NP= Not Prepared

Teachers were moderately prepared to deliver RHE. However, the Access to Resources dimension showed a low mean indicating that teachers faced challenges due to inadequate teaching materials, resources, and institutional support. While teachers were capable of instructional planning and delivery and adhering to policies, the lack of resources hindered their overall preparedness and ability to fully engage learners in RHE lessons.

3.2.2. Teachers' Level of Preparedness

Table 2 Level of Teachers' Efficacy RHE

Dimension For Teachers' Efficacy	Weighted Mean	Description
A. Content Knowledge	3.10	ME
B. Instructional Strategies	3.06	ME
C. Learner Engagement	3.05	ME
Overall Composite Mean	3.07	ME

Legend: HE= High Efficacy LP= Low Efficacy ME= Moderate Efficacy VE= Very Low Efficacy

Teachers were rated with moderately efficacy in delivering RHE. This indicates that teachers demonstrated reasonable confidence in their content knowledge, instructional strategies, and learner engagement in delivering RHE. However, the findings suggest that while teachers were effective in engaging learners and delivering lessons, there is room for improvement in their teaching practices, particularly in employing more interactive and learner-centered strategies for better learners' engagement and development.

3.3. Learners' Development in RHE

Table 3 Level of Teachers' Efficacy RHE

DIMENSION	Teachers' Observation		Learners' Self- rating	
	Weighted Mean	Description	Weighted Mean	Description
A. Knowledge	2.67	MD	3.28	MD
B. Skill	2.63	MD	3.11	MD
C. Attitude	2.64	MD	3.44	MD

Composite Mean	2.65	MD	3.28	MD
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Legend: HD= Highly Developed SD= Slightly Developed MD= Moderately Developed ND= Not Developed

According to teacher observations, learners' development in RHE was moderately developed across all dimensions, with a composite mean of 2.65. This finding reflects learners' reasonable progress in acquiring knowledge, developing skills, and forming positive attitudes toward reproductive health. Overall, learners demonstrate a modest understanding of reproductive health concepts and positive attitudes toward the subject.

3.4. Predictive Relationships between Teachers' Training, Preparedness, Efficacy, and Learners' Development

Table 4 Multiple Relation Coefficients on Learners' Development Based on Teachers' Training, Preparedness and Efficacy

Predictors	Dependent Variable	Estimate (β)	Pr ($> t $)	Interpretation
Teachers' Training	Learners' Development	-0.154	0.485	no significant predictive relationship
Teachers Preparedness	Learners' Development	-0.088	0.817	no significant predictive relationship
Teachers' Efficacy	Learners' Development	0.257	0.584	no significant predictive relationship

Results show that the number of trainings, teacher preparedness, and teacher efficacy were not significant predictors to learners' development in RHE. The results of the regression show that the number of training courses attended by teachers did not have a meaningful impact on learners' knowledge, skills, or attitudes in RHE. This result indicates that even when teachers are trained and confident in delivering RHE, it does not directly improve learners' knowledge, skills, and attitudes. While teachers' training, readiness, and confidence are crucial for successful RHE delivery, the findings suggest that none of these factors significantly predict learners' development. Our results might indicate the effect of other factors apart from classroom instructions that are taken from the home, learners' individual drive, peer pressure, and social norms.

4. Conclusion

The study found out that teachers' trainings, preparedness and efficacy do not have predictive relationship with learners' development in knowledge, attitudes and skills. The findings challenged the DepEd to examine what will make RHE more effective. The study might mean that other predictors about the learners or their situation are more likely to help them make responsible behaviors and decisions toward their sexuality and reproductive health. The findings also show that it is necessary to think about making RHE as one of the subjects and not merely integration. It should be studied in the future how learners' involvement, the effects of peers and community support make a difference in how RHE works. The results also mean that teachers' training can be improved by making instructional materials for teachers and learners and focus wider than the usual teacher centered methods.

Compliance with ethical standards

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Statement of informed consent

Informed consent was obtained from all individual participants included in the study.

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Author's short biography

Authors Name:

Mae Maestrado Bastes

Mrs. Bastes served as one of the key participants of the presentation and review of the Reproductive Health Education (RHE) Policy under the Department Order No. 25, series of 2025 conducted last April 21 to 2025, 2025 at RED Hotel, Cubao, Quezon City. She is also one of the 2023 National Qualifying Examination for School Head Passer.



Authors Name:

Dr. Maria Lilibeth G. Castil

Dr. Castil is currently the Vice President of Academics and Quality Assurance of Bohol Island State University campuses in Bohol.

