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RESEARCH ARTICLE

UNDERSTANDING OF HUMAN REPRODUCTIVE HEALTH AMONG GRADE 10 STUDENTS: BASIS FOR A CONTEXTUALIZED LEARNING PLAN

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ABSTRACT

This study focused on understanding of human reproductive health among grade 10 students: basis for a contextualized learning plan. A descriptive research design was employed, involving fifty (50) Grade 10 respondents. The following are the results of the study. Majority of the respondents were the age of 17. Most of the number of respondents were males. xi The respondents are agree that understanding anatomy and physiology is essential in identifying the structures and functions. The respondents agree in terms of Puberty and Development. This is due to the fact that the students are currently experiencing or have recently experienced the changes associated with puberty. The respondents agree in terms of Responsible Sexual Behavior, they have a general awareness of the importance of making responsible decisions, influenced by school guidance, parental advice, and social expectations. The respondents agree in terms of Prevention of STIs and HIV, they have been exposed to basic information about sexually transmitted infections and HIV prevention through health education programs, There was no significant difference on the level of understanding of grade 10 students on human reproductive health when grouped according to their profile. The contextualized learning activity sheets was designed the researcher to enhance the learning skills of Grade 10

pupils.

INTRODUCTION

Human reproductive health is an essential component of adolescent learning, as it equips students with the knowledge and skills necessary to make informed and responsible decisions about their bodies. For Grade 10 students, understanding topics such as reproductive anatomy, puberty, sexual behavior, and the prevention of sexually transmitted infections is crucial in promoting healthy attitudes and reducing risky behaviors. For Grade 10 students, understanding topics such as reproductive anatomy, puberty, sexual behavior, and the prevention of sexually transmitted infections is crucial in promoting healthy attitudes and reducing risky behaviors. Adolescence is a critical stage of human development characterized by rapid physical, emotional, and social changes. As students transition from childhood to adulthood, their understanding of human reproductive health becomes increasingly important. For many Grade 10 students, this period marks the beginning of heightened curiosity about their bodies, relationships, and sexuality. Because of these changes, comprehensive and age-appropriate reproductive health education is essential in guiding young individuals toward responsible decision-making and healthy practices.

Human reproductive health education provides learners with knowledge on reproductive anatomy, puberty, sexual behavior, pregnancy prevention, and protection against sexually transmitted infections (STI). These areas of learning play a vital role not only in promoting well-being but also in reducing health risks associated with misinformation and unsafe behavior.

Despite the inclusion of reproductive health topics in the K–12 Science curriculum, several challenges still hinder students from fully understanding the subject. One of the most common barriers is the presence of cultural taboos surrounding discussions about sexuality within families and communities. In many Filipino households, conversations about reproductive health are often avoided or addressed superficially, leaving students to rely on

peers, social media, or inaccurate online sources for information. In the K–12 curriculum, reproductive health is taught in Science and Health subjects, yet the effectiveness of these lessons depends on how well the content matches students' backgrounds, experiences, and learning needs. A contextualized learning plan can help make instruction more meaningful by connecting lessons to real-life situations and local contexts relevant to learners. To design such a plan, it is important to first assess the students' level of understanding and identify existing misconceptions and learning gaps.

The significance of teaching reproductive health in the Philippines is strengthened by several laws, policies, and educational mandates. Republic Act 9155 -The Basic Education Act of 2001 RA 9155 supports the development of a responsive and relevant curriculum that promotes the holistic growth of learners. The inclusion of reproductive health in the junior high curriculum aligns with this law's mandate to prepare students for lifelong learning, health awareness, and responsible citizenship. Republic Act 9710 – The Magna Carta of Women this law highlights the need for comprehensive health education, including sexual and reproductive health, especially for young girls. It promotes empowerment through knowledge and equal access to health information. DepEd Order No. 31, s. 2012 – Implementing Guidelines on the K–12 Curriculum this order reinforces the need for contextualized and learner-centered instruction.

LITERATURE REVIEW

Anatomy and Physiology

According to John W. Santrock (2017), adolescence is a stage of development characterized by rapid biological growth and maturation of the reproductive system. Santrock explained that knowledge of reproductive anatomy and physiology helps adolescents understand how their bodies function during puberty. He emphasized that when students are taught about the reproductive organs and their roles, they become more informed about the physical changes they experience and are better able to understand the processes related to

human reproduction.

Similarly, Elaine N. Marieb and Katja N. Hoehn (2021) highlighted that studying anatomy and physiology provides students with a scientific understanding of how the reproductive system works. They explained that learning about the structures of the male and female reproductive organs, as well as their physiological functions such as hormone production and reproductive cycles, helps students grasp the biological foundation of reproduction. This knowledge also helps reduce misconceptions and confusion about reproductive processes among adolescents.

Puberty and Development

Diane E. Papalia and Ruth Duskin Feldman (2013) highlighted that puberty plays a significant role in shaping adolescents' overall development. They noted that adolescents who are knowledgeable about the processes involved in puberty tend to develop a more positive self-image and are better able to manage the emotional and social challenges that accompany these changes. Proper reproductive health education, therefore, helps students gain accurate knowledge about puberty and its effects on their growth.

Furthermore, Deborah L. Tolman (2010**)** emphasized the importance of providing adolescents with comprehensive information about puberty and development as part of reproductive health education. Tolman explained that understanding puberty not only helps adolescents recognize physical changes but also guides them in developing healthy attitudes toward their bodies and relationships.

Responsible Sexual Behavior

According to Douglas Kirby (2007), adolescents who have a higher level of knowledge about reproductive health are more likely to practice responsible sexual behavior. Kirby explained that comprehensive sexuality education helps young people understand the consequences of risky sexual activities and encourages them to make informed and

responsible decisions. His study emphasized that proper reproductive health education can reduce risky behaviors such as early sexual activity, unprotected sex, and unintended pregnancy among adolescents.

John Santelli (2017) stated that improving adolescents' understanding of reproductive health significantly influences their attitudes and behaviors related to sexuality.

Prevention of STI and HIV

According to Helen Ward (2006), knowledge about sexually transmitted infections plays a significant role in preventing the spread of STI and HIV among adolescents. Ward explained that young people who have adequate understanding of reproductive health are more likely to adopt preventive behaviors such as practicing safe sex, seeking accurate health information, and avoiding risky sexual activities. The study emphasized that providing proper sexual health education in schools can help reduce the transmission of infections among young individuals.

In addition, Michel Sidibé (2015) highlighted that education and awareness are essential in preventing HIV and other sexually transmitted infections among young people. Sidibé stated that when adolescents are properly informed about HIV transmission, prevention methods, and the importance of responsible behavior, they are more likely to make healthier choices. The study concluded that increasing knowledge through reproductive health education programs can significantly contribute to the prevention of HIV and other STI.

Profile of the Respondents

Age

Age and sex are important demographic variables that influence adolescents' understanding of human reproductive health. During adolescence, individuals undergo significant physical, emotional, and cognitive changes that affect how they perceive and process information related to reproductive health.

In terms of age, several studies suggest that older adolescents tend to have a higher level of understanding of reproductive health concepts compared to younger ones. According to research by Ali et al. (2025), adolescents aged 15–19 demonstrated better knowledge of sexual and reproductive health due to increased exposure to formal education and social experiences. This finding is supported by Brunelli (2022), who noted that as students progress through higher grade levels, their awareness of topics such as anatomy, puberty, and sexually transmitted infections improves significantly.

Sex

In terms of sex, differences between male and female students have also been observed in understanding reproductive health. Studies indicate that female students often have higher awareness of topics such as menstruation, pregnancy, and reproductive anatomy due to personal experience and social discussions. According to Govender, Naidoo, and Taylor (2019), female adolescents tend to demonstrate better knowledge of reproductive health issues, particularly those related to maternal health and contraception.

On the other hand, male students may have limited knowledge in certain areas, especially those related to female reproductive health. However, Lee and Yeo (2022) emphasized that when both sexes are provided with comprehensive sexuality education, the gap in knowledge significantly decreases. This highlights the importance of inclusive and gender-sensitive health education programs.

RESEARCH QUESTIONS

I. Profile of the Respondents

Name (Optional)_____

1. Age:

☐ 14 years old

☐ 15 years old

☐ 16 years old

☐ 17 years old

☐ 18 years old and above

2. Sex:

☐ Male

☐ Female

II. Directions: Please answer the following questions honestly. Put a check (✓) in the box that corresponds to your answer. Your responses will be kept confidential and will be used for research purposes only**.**

4 - Strongly Agree **3 - Agree**

2 - Disagree **1 - Strongly**

A. Anatomy and Physiology

	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**
1. I know the parts of the male reproductive system.				
2. I know the parts of the female reproductive system.				
3. I understand the function of the reproductive organs.				
4. I understand how reproduction occurs in humans.				
5. I know that the reproductive system is important in the human body.				

B. Puberty and Development

	Strongly agree	**Agree**	**Disagree**	**Strongly Disagree**
1. I understand the physical changes that happen during puberty.				

2. I am aware of the emotional changes that occur during adolescence.				
3. I understand why puberty occurs in both boys and girls.				
4. I know how to maintain proper hygiene.				
5. I understand the importance of self-care during adolescence				

C. Responsible Sexual Behavior

	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**
1. I understand the importance of making responsible decisions.				
2. I know the possible consequences of early sexual activity.				
3. I understand the importance of respecting personal boundaries.				
4. I know the importance of focusing on my education and future.				
5. I know the importance of seeking guidance from trusted adults regarding reproductive health issues.				

D. Prevention of STIs and HIV

	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**
1. I understand what sexually transmitted infections (STIs) are.				
2. I know that HIV is a disease that can affect the immune system.				
3. I understand ways to prevent STIs and HIV.				
4. I know the importance of reproductive health				

education in preventing diseases				
5. I know that being informed helps prevent diseases.				

METHODOLOGY

This study utilized the descriptive method of research to determine the level of understanding of Grade 10 students regarding human reproductive health. Descriptive research is appropriate for this study because it allows the researcher to systematically describe the characteristics, knowledge, and perceptions of the respondents without manipulating any variables.

According to John W. Creswell (2014), descriptive research design is used to describe the characteristics, attitudes, or behaviors of a particular population or phenomenon being studied. It focuses on providing a systematic and accurate description of the current situation without manipulating variables.

Similarly, McCombes (2023) explained that descriptive research is suitable when the objective is to describe variables without manipulating them, which aligns with the purpose of this study.

FINDINGS

1. Profile of the Respondents

1.1 Age. There were thirty- five (35) or 70 percent of the respondents were the age of 15, thirteen (13) or 26 percent of respondents were the age of 16, two (2) or 4 percent of respondents were the age of 17, two (2) or 4 percent of respondents were the age of 17. This demonstrates that the majority of respondents were the age of 15.

1.2 Sex. There were twenty-six (26) or 52 percent of the respondents were females.

Twenty-four (24) respondents, or 48 percent, were males. This indicates that most of the number of respondents were females.

2. Level of understanding of Grade 10 students on human reproductive health in terms of: Anatomy and Physiology, Puberty and Development, Responsible Sexual Behavior and Prevention of STI and HIV.

2.1 Anatomy and Physiology. The respondents agree in terms of Anatomy and Physiology with composite mean of 3.44 (SD=0.486). This is due to the fact that most of the students demonstrate a sufficient understanding of the basic structures and functions of the human reproductive system, which may have been acquired through classroom discussions and educational materials

2.2 Puberty and Development. The respondents agree in terms of Puberty and Development with composite mean of 3.39 (SD=0.635). This is due to the fact that the students are currently experiencing or have recently experienced the changes associated with puberty, making them more aware and knowledgeable about physical and emotional development.

2.3 Responsible Sexual Behavior. The respondents agree in terms of Responsible Sexual Behavior with composite mean of 3.39 (SD=0.667). This due to the fact that students have a general awareness of the importance of making responsible decisions, influenced by school guidance, parental advice, and social expectations.

2.4 Prevention of STI and HIV. The respondents agree in terms of Prevention of STI and HIV with composite mean of 3.31 (SD=0.665). This is due to the fact that students have been exposed to basic information about sexually transmitted infections and HIV prevention through health education programs, although some areas may still require further clarification and reinforcement.

3. Significant Difference in the Level of Understanding of Human Reproductive Health Among Grade 10 Students When Grouped according to their Profile

There is no significant difference in the level of understanding of human reproductive health among Grade 10 students when grouped according to profile. The computed p-values of 0.473, 0.410, 0.342, and 0.291 for age, and 0.241, 0.385, 0.497, and 0.473 for sex in the variables such as Anatomy and Physiology, Puberty and Development, Responsible Sexual Behavior, and Prevention of STI and HIV are all greater than the significant value at 0.05 level of significance. Therefore, the null hypothesis is not rejected.

CONCLUSIONS

Based on the findings, the following conclusions are drawn.

1. Majority of the respondents were the age of 17, and most of the number of respondents were males.

2. The respondents agreed with the given indicators, showing that they possess adequate knowledge and awareness of reproductive health concepts.

3. There was no significant difference in the level of understanding when students are grouped according to age and sex.

4. The contextualized learning plan was designed by the researcher to understand the human reproductive health.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are hereby suggested

1. Strengthen School-Based Reproductive Health Education – Teachers should

continue to provide comprehensive and age-appropriate lessons on human reproductive health, including Anatomy and Physiology, Puberty, Responsible Sexual Behavior, and Prevention of STI and HIV.

2. Implement Interactive and Guided Learning Activities – Schools should incorporate activities such as labeling exercises, role-playing, awareness campaigns, and reflections to actively engage students and reinforce learning.

3. Encourage Parental and Community Involvement – Parents and community members should collaborate with educators to guide students in responsible decision-making and to provide a supportive environment for discussing reproductive health topics.

4. Provide Access to Educational Resources – Schools and local health centers should make available reliable materials, seminars, and workshops to enhance students' knowledge and clarify misconceptions.

5. Conduct Regular Assessment and Feedback -Teachers should assess students' understanding periodically and provide feedback to identify areas needing reinforcement, ensuring continuous improvement in knowledge and responsible behavior.

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