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Personological Variables as Related to the Four Personality Tendencies Associated with Sexual Awareness of First Year Students of a Polytechnic College in Bulacan

Elanor O. Bayten

Philippine Normal University

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**PERSONOLOGICAL VARIABLES AS RELATED TO THE FOUR PERSONALITY
TENDENCIES ASSOCIATED WITH SEXUAL AWARENESS OF FIRST YEAR
STUDENTS OF A POLYTECHNIC COLLEGE IN BULACAN**

A Special Project

presented to the

College of Graduate Studies and Teacher Education Research

Philippine Normal University

Taft Avenue, Manila

In Partial Fulfillment of the Requirements for the Degree Master of Education with
Specialization in School Psychology

ELANOR ORDIZ-BAYTEN

October 2013

This special project entitled ‘**PERSONOLOGICAL VARIABLES AS RELATED TO THE FOUR PERSONALITY TENDENCIES ASSOCIATED WITH SEXUAL AWARENESS OF FIRST YEAR STUDENTS OF A POLYTECHNIC COLLEGE IN BULACAN**’ prepared and submitted by **ELANOR O. BAYTEN**, in partial fulfillment of the requirements for the degree of **Master of Education with specialization in School Psychology**, has been examined and recommended for acceptance.

Date

Adelaida C. Gines, Ph. D.
Adviser

Approved in partial fulfillment of the requirements for the degree of **Master of Education with specialization in School Psychology**.

Date

Peter Howard R. Obias, Ph. D.
Program Adviser, School Psychology

Date

Gina O. Gonong, Ph. D.
Director, Graduate Research Office

Date

ZENAIDA Q. REYES, Ph. D.
Dean, College of Graduate Studies and
Teacher Education Research

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Above all, to the Almighty God, for his countless blessings.

EOB

DEDICATION

All my efforts and perseverance to finish this research is wholeheartedly dedicated to my best friend and caring husband, Jaime. You have never ceased to encourage me despite my shortcomings. I cannot imagine being with somebody else.

To my adorable children, Mikaela, Jamela and James Maverick, for the inspiration and thoughtfulness. Although young, you have all understood the days I was not around because of my work.

I love you all very much!

-Mama-

ABSTRACT

Title : Personological Variables as Related to the Four Personality Tendencies Associated with Sexual Awareness of First Year Students Of A Polytechnic College in Bulacan

Researcher : Elanor Ordiz-Bayten

Degree : Master of Education with Specialization in School Psychology

Key Concepts : Personological Variables, Sexual Awareness

Adviser : Adelaida C. Gines, Ph. D.

A. Statement of the Problem

The study aims to determine the relationship between the personological variables and the four personality tendencies associated with sexual awareness of first year students of a Polytechnic College in Bulacan.

Specifically, it aims to answer the following questions:

1. What is the personological profile of the respondents in terms of the following areas?
 - A. age
 - B. sex
 - C. family-living condition
 - D. socio-economic status

2. What is the sexual awareness tendency of the respondents based on sexual-consciousness, sexual-monitoring, sexual assertiveness and sex-appeal consciousness?
3. Is there significant relationship between the personological variables of the respondents and the four personality tendencies associated with sexual awareness?

B. Methodology

This study employed the descriptive-correlational research design. The choice of the descriptive method of research is the most appropriate design to obtain information concerning the current personological profile of students, which includes age, sex, family living condition and socio-economic status. Specifically, the study used the correlational research design to determine the relationship between the personological variables and the four personality tendencies associated with the sexual awareness of first year students of the identified Polytechnic College specifically (1) sexual consciousness; (2) sexual-monitoring tendencies; (3) sexual assertiveness and (4) sex-appeal consciousness.

C. Findings

The researcher obtained the following findings based on the analysis of the data gathered in the study:

1. Personological Profile of the Respondents

A. Age

Majority of the respondents in this study are in the adolescent years with a minimum age of 15 years old and maximum of 21 years old. In the Philippine education system prior to the implementation of the K to 12 Curriculum, the average age for a first year college student is between sixteen to seventeen years old.

B. Sex

Out of the one hundred ninety respondents in this study, one hundred seventeen are female which covers sixty-two percent of the total population and seventy three are males or thirty-two percent.

C. Family-Living Condition

Sixty-six percent of one hundred ninety respondents or one hundred twenty five students are living with both their parents present. This result shows that majority of the respondents belong to complete families.

D. Socio-Economic Status

The socio-economic status of more than half of the total number of respondents is below the poverty line. Out of the one hundred ninety first year students, one hundred five or fifty five percent are poverty-stricken and eighty three or forty-five percent are underprivileged. Only one percent among all respondents is above poverty-line.

2. Sexual Awareness Tendency of the Respondents

Among the four personality tendencies associated with sexual-awareness, the Sexual Monitoring Tendency has the highest mean ($\bar{X}$) which is 18.64. This reveals that the respondents have the tendency to be aware of the public impression which one's sexuality makes on others. The respondents pay attention to others impression of their overall self-impression and is more socially skilled and thus less sexually anxious. Sexual-monitoring deals with the tendency to focus on other people's evaluation of one's own sexuality, the high sexual-monitorer ought not to resemble people who regard themselves in a positive fashion, those who are affected with clinical depression, nor those whose perception of control in life are predominated by either a luck-chance or internal orientation (Snell et.al 1991).

3. The personological variables such as age, sex, family living condition, socio-economic status were correlated with the four personality tendencies associated with sexual awareness of the students and yielded the following results:

a. Correlation between age and sexual awareness tendencies.

Based on the computed value of the Pearson Correlation Coefficient there is no significant relationship between age and the level of sexual awareness of the respondents. The age of the respondents does not determine to which of the four personality tendencies associated with sexual awareness they will be more inclined.

b. Correlation between sex and sexual awareness tendencies

Based on the computed value ($r=0.334$) of Pearson Correlation Coefficient, there is a moderately small positive correlation at .01 level between sex and sexual assertiveness as one of the four personality tendencies associated with sexual awareness. The result denotes that the respondents have the tendency to be assertive about the sexual aspects of their lives. These same individuals have greater sexual-esteem and sexual satisfaction associated with a more open, interpersonal yet careful approach to sexual relations.

c. Correlation between family living condition and sexual awareness tendencies

Based on the computed value ($F 3.268$) using Analysis of Variance (ANOVA) with (.022) significance at (.01) level of significance, the computation revealed that among the four personality tendencies associated to the level of sexual awareness of the respondents, there is only significant correlation between family-living condition and sexual-consciousness. Sexually conscious individuals pay attention and reflect about the nature to their sexuality. They notice when others consider them sexy and have positive view of sex with less anxiety and guilt.

d. Correlation between family socio-economic status and sexual awareness tendencies

Based on the computed value using Pearson Correlation Coefficient, it revealed that there is no significant correlation between socio-economic status and the four personality tendencies associated with sexual awareness of the respondents. Poverty is not a driving force that can influence sexual awareness of the respondents.

D. Conclusions

Base on the aforementioned findings, the following conclusions were drawn:

1. In terms of respondents' personological profile;

1.1 the respondents belong to the adolescent age group with the minimum age of 15 years old and the maximum is 21 years old.

1.2 there is more female respondents compared to males

1.3 majority of the respondents are living with their parents present, 18% are not living with their parents, 9% are living with their fathers only and 7% with mothers only.

1.4 majority of the respondents belong to the families living below the poverty line in reference to the declared government annual per capita poverty threshold

2. The study reveals that the respondents have the tendency to be aware of the public impression which one's sexuality makes on others. They pay attention to others' impression of their overall self-impression and are more socially skilled and thus less sexually anxious. This emphasizes that majority falls on the sexual-monitoring tendency wherein they focus on other people's evaluation of their own sexuality.

3. In terms of significant relationship of personological variables and the four tendencies associated with sexual awareness, it has been concluded that:

3.1. age is insignificantly related to any of the four personality tendencies associated with sexual awareness

3.2 sex (male or female) and sexual assertiveness as one of the four personality

tendencies associated with sexual awareness is with moderately small positive correlation

3.3 family-living condition and sexual consciousness as one of the personality tendencies associated with sexual awareness are significantly associated

3.4 Low socio-economic status is not a driving force and a determinant in identifying the sexual awareness tendencies of the respondents.

E. Recommendations

The following recommendations are offered in the light of the foregoing findings and conclusions:

1. Actions can be taken by parents to increase their daily income without compromising quality time with their children.
2. A bigger sample would be more beneficial in gathering data that may lead to a greater understanding of human sexual functioning particularly sexual behaviors which are influenced by sexual thoughts that are significant in people's mind.
3. An appropriate standardized tool to measure the level of sexual awareness of respondents should undergo proper norming procedure before being used to make sure it is appropriate.
4. Supplemental research on gender differences should be conducted here in the Philippine to further substantiate results of local researches.
5. Further studies on poverty, its cause and effect on students, its relation to academic achievement, its psychosocial outcomes and health-related results can be conducted to better understand its veracity.

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CHAPTER 1

THE PROBLEM AND ITS BACKGROUND

INTRODUCTION

The critical role of education in the development of a country is a major national concern. Countries like the United States of America (U.S. Secretary of Education Arne Duncan at the United Nations Educational, Scientific and Cultural Organization (UNESCO), "The Vision of Education Reform in the United States", 2010) , Russia and others including the Philippines are now on the process of rigidly improving their system of education. This is because education is believed to be the best tool to uplift the growth of the country and economy. The more educated individuals are in a society, the higher possibility for employment and a better growth for the economy.

The school is generally recognized as the institution which is responsible for the education of the people. It is expected to deliver and ensure an education for the members of the society who are responsive to the demands of the fast changing world. It is also the role of the school to assist various sectors of society including those of the economically disadvantage in achieving stability. In fact, it addresses different issues in the society like the roles in family life, sexuality and matters that greatly assist an individual to fully mature personally and socially.

Education also allow for the study of sensitive matters like sex. In a conservative society like the Philippines issues on sex and sexual acts are not talked about in public.

Parents in fact, do not have the courage to talk about it among themselves. They see sex as a private matter and should not be shared with anybody. This is shared even by real life husbands and wives who shy to openly talk about sex and discuss how they would about their sexual act.

While the mentioned scenarios are somehow concepts in the past, the Philippine society, like any other societies, is more accepting of these taboo matters. Talking about sex nowadays is already a common thing. Parents can be heard talking aloud about their sexual acts with their partners the night before with their "kumares" while playing bingo. It is no longer unusual for teenagers to hear stories and tell stories about sexual matters. In fact there are times that adolescents do not just hear but sees sexual acts due to the social media. In some studies, curiosity on these sexual acts begin in the context of couples hugging and kissing publicly. This is just a typical scenario in poor areas where children and teenagers can hear everything adults are talking about. It is not a far cry, therefore that sexual and other related acts are no longer talked about in private but also during everyday routine.

In a study conducted by Mendoza, (2011) she posited that Filipino sexuality theoretically refers to human sexuality and sensuality as perceived, expressed, experienced and valued by the Filipino people in reference to its culture. The Filipino culture selectively accepts appropriate sexual gestures and acts while condemn some for being sexual. Other experts would agree that even courtship which involves strategies and gestures in finding or attracting partners for physical and emotional intimacy, sexual contact, sexual reproduction, building a family and other forms of interpersonal

relationships is considered sexual in nature. Prior to the marital act itself, an individual goes through a process of selecting and finding a mate that could potentially satisfy his/her needs.

In the Philippines, there is a period of courting before a formal relationship between a male and a female begins. Part of the courtship is when the boy works with the parents of the girl so that the family can observe the boy's real character. There is also "harana" or serenade where a boy expresses his feelings through singing romantic songs to a girl of interest. Courtship among ancient Filipinos even involved giving dowry to the parents in exchange for the bride. The time spent by a man to secure the positive response of the woman he likes takes time, patience and determination which are no longer observable nowadays. But what makes a boy decide whom he would court? How does he know that it is the right girl to be with?

Most would probably account for courtship as something which starts with attraction. In general, attraction draws one object towards another. In Physics, attraction may refer to gravity or to electromagnetic force. Gravitational attraction as defined by science occurs between all objects that tends to pull each other towards one another. Further, it is a universal force, affecting the largest and the smallest objects, all forms of matter, and energy. Comparing such to sexual acts, there is physical attraction to which a person's physical traits are considered aesthetically satisfying and there is sexual attraction on the basis of sexual yearning where individual awakens erotic interest of another person and is a factor in sexual selection. (Kassin, Saul. "Social Psychology." Microsoft® Encarta® 2009.)

Psychologists and researchers have investigated the manner of how human beings approach and understand sexuality. They have tried to explain how sex, sexual selection and sexual interactions take place. A lot of literature contributed to the greater insight into the nature of men's and women's sexuality and mostly talks about the individuals' direct involvement on the sex act itself. None of the available studies however, discussed human sexuality that assesses human sexual tendency. Tendencies which are related to sex that are dispositional in nature.

Interpersonal relationship that teenagers build as they mature involves not only their families but that with the opposite sex as well. In the Philippines, as dictated by conservative culture and tradition, girls are allowed to entertain suitors upon reaching their debut (18 years old). In a stricter family set-up, a girl can only have a boyfriend when she is twenty-one (21) years old and already a graduate student. All of these have changed through time. Presently, the conservative Filipinos become more accepting. Relationship with the opposite sex nowadays starts during adolescence. Reaching high school serves as a focal point for teens to be involved in boy-and-girl relationship. With others, sexual experience also begins.

Palatino (2007), cited by Mendoza, talks about a study conducted by Dr. Corazon M. Raymundo (2007) on the occurrences of premarital sex among Filipino High School adolescents. The results of the study stated that there was a rising number of Filipino youth engaging in sexual intercourse before marriage. The data shows that twenty percent (20%) of these sexual activities were unplanned, unwanted and unsafe (<http://www.upiasia.com>).

The need to conduct this study sprouted when the researcher observed students at a local college giggling and talking about their sexual activities, unmindful of people hearing them. The researcher finds the general belief that these young students engage into sexual acts and the question on how concrete their sexual knowledge became the driving force of this study. Questions like “How aware are they about sexual matters?, Why are they giving much time discussing things like this when they can talk about matters in school and their studies?” are valid points for this study. This paper also wishes to look into the factors that could have contributed and still contributing to their interest on sexual activities and the possible ways to avert them from indulging to sexual acts. Finally, this paper hopes to shed light on the means and method that could determine if the respondents would lead to engaging into sexual relationships.

CONCEPTUAL FRAMEWORK

A number of theories on sex, sexuality, sexual orientation and sexual acts have been presented by different psychologists like Sigmund Freud and his followers. Researchers like Sue Kolod & William Lubart of the William Alanson White Institute of Psychiatry, Psychoanalysis and Psychology also presented current theories on gender and sexuality. Most of them agreed that human beings are sexual beings and as such prone to promiscuity. While this could be hard for others to acknowledge but due to the body structure and curiosity of humans, they have the tendency to ask why certain parts of the body is like what it is and why they function as such.

Over the last several decades, a number of researchers have investigated the manner in which humans approach and understand their sexuality as well as how these perceptions influence their sexual interactions (Allgeier & Allgeier, 1988). Most of the issues that have been addressed were focused on the study of sexual anxiety (Janda & O'Grady, 1980), sex guilt (Mosher, 1965), myths about male sexuality (Snell, Belk, Papini & Clark, 1989), sexual attitudes (Bailey, Hendrick & Hendrick, 1987; Fisher & Hall, 1988) and sexual disclosure (Fisher, 1986, Herold & Way, 1988, Snell, Belk, Papini & Clark, 1989). Most of the available studies and instruments were concerned with describing human sexual acts and processes related to it.

According to Freud as cited by Gines (1999) in his Psychosexual Theory of Development, every individual from birth to adulthood has specific erogenous zones that are sensitive to stimulation. In each stage of development, there is a conflict that must be satisfactorily resolved before the infant or child can move on to the next level. This claim, however, is being questioned by several professionals who discussed the importance of cognitive processes involved in the development of an individual. These cognitive processes entail the focusing of attention of sexual sensations, thoughts, feelings and behaviors (Abrahamson, Barlow, Beck, Sakheim & Kelly, 1985).

The study of Sugar (1990) cited by Amon (2009), mentions that all children are social and sexual beings from the day they are born. This satisfaction is derived from themselves and from the immediate family members. Several literatures looking into human sexuality as the one which makes reference to the role and impact of attentional

processes needed to identify people's disposition and focus attention on various aspects of their sexuality and sexual processes.

On the other hand, understanding the word sex and sexual awareness was also discussed in this study. In a research paper published by CSIRO, Sexual Health (2010), the word “sex “ alone has a lot of variations in definition. Findings generally state that there is no significant difference between how men and women define sexual acts and that there was no real consensus on which behaviors qualify as sex. Studies on this definition show that nearly all concurred that penile-vaginal intercourse fit the criteria, two out of ten not concur that penile-anal intercourse was sex. Findings demonstrate the need to use behavior-specific terminology in sexual history taking, sex research, sexual health promotion and sex education (CSIRO, 2010) in order to have a complete definition. Researchers, educators and medical practitioners should exercise caution and not assume that their own definitions of “had sex” are shared with their participants.

According to Dictionary On-Line (2013), adolescent sexuality refers to sexual feelings, behavior and development in adolescents and is a stage of human sexuality. Sexuality is often a vital aspect of teenagers' lives. The sexual behavior of adolescents is, in most cases, influenced by their culture's norms and mores, their sexual orientation, and the issues of social control such as age of consent laws.

One attempt of this research is to generate additional information for future researchers and counselors particularly for the college where the study was conducted with regard to the different sexual tendencies of students. Sexual Tendency is the general inclination or a way in which somebody typically behaves or likely to react on situations

approaching sexual activities. The development of the SAQ or Sexual Awareness Questionnaire by Snell Jr., W.E., Fisher, T.D. and Miller, R.S. (1991) may lead to a greater understanding of human sexual functioning and helped professionals study the extent to which sexual behaviors are influenced by sexual thoughts in relation to personological variables such as age, sex, family living conditions and socio-economic status as indicated in the conceptual paradigm.

The development of Sexual Awareness Questionnaire (SAQ) by Snell, Fisher and Miller (1991) has a major contribution to this study. The formulation of a an objective self-report instrument that measures dispositional tendency of human beings to focus attention on various aspects of their sexuality and sexual processes was the main instrument utilized in this study.

Figure 1 shows the relationship of the variables. Age, sex, family living condition and socio-economic status were part of the personological profile of the respondents. This study sought to identify whether they have direct relationship with the four personality tendencies associated with sexual awareness of the first year students which are sexual consciousness, sexual monitoring, sexual-assertiveness and sex-appeal consciousness.

RESEARCH PARADIGM

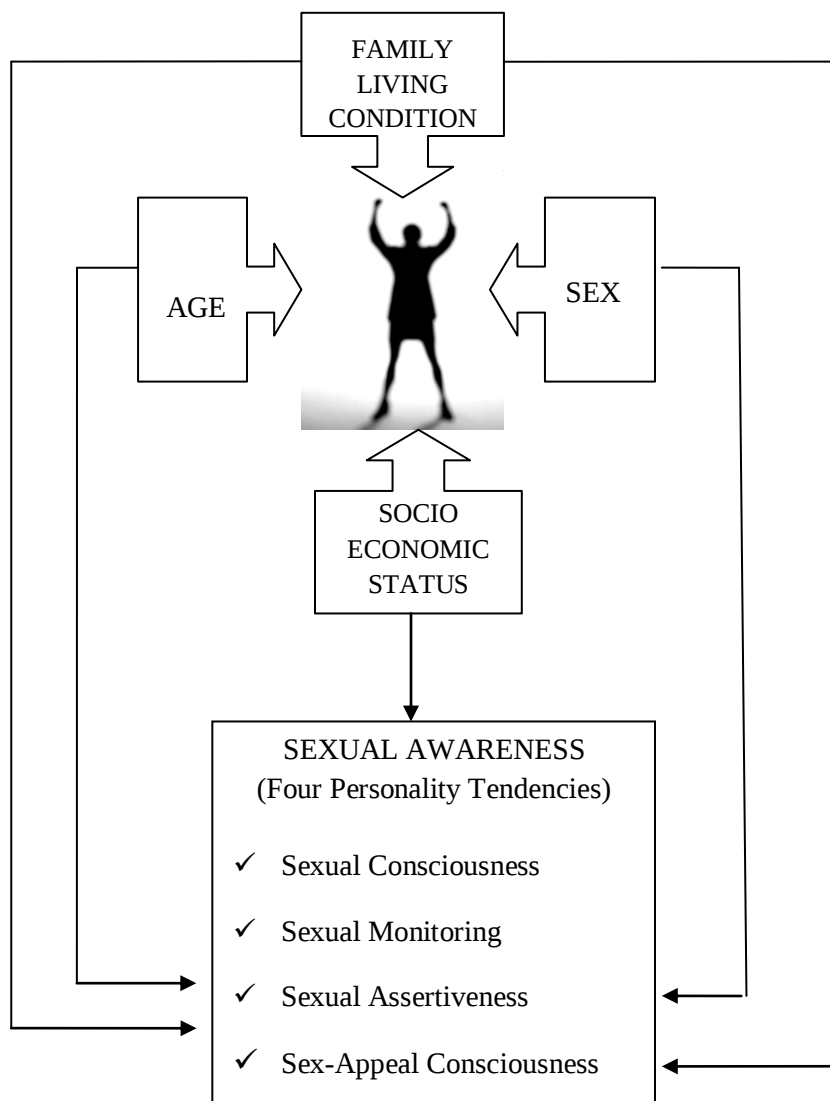


FIGURE 1 Research Paradigm showing the relationship between the Personal Variables and the Four Personality Tendencies Associated with Sexual Awareness of First Year Students Of A Polytechnic College in Bulacan

STATEMENT OF THE PROBLEM

The study aims to determine the relationship between the personological variables and the four personality tendencies associated with sexual awareness of first year students of a Polytechnic College in Bulacan.

Specifically, this study aims to answer the following questions:

1. What is the personological profile of the respondents in terms of the following areas?
 - A. age
 - B. sex
 - C. family-living condition
 - D. socio-economic status
2. What is the sexual awareness tendency of the respondents based on sexual-consciousness, sexual-monitoring, sexual assertiveness and sex-appeal consciousness?
3. Is there significant relationship between the personological variables of the respondents and the four personality tendencies associated with sexual awareness?

SIGNIFICANCE OF THE STUDY

This study is an attempt to determine the personological variables that may be related to the four personality tendencies associated with sexual awareness of first year students of a Polytechnic College in Bulacan. Based on local studies conducted in the Philippines, there is an increasing number of early and unwanted pregnancies among teenage girls wherein some reasons that emerged were the living condition and the socio-economic status of the family.

The result of this study would be beneficial to the students through the formulation and implementation of programs headed by the following sectors:

School administrator – primarily tasked to review the current school curriculum and assess whether there is a need to include sex education;

Guidance Counselors – expected to review the current guidance program of the college and to design additional programs to address the increasing need to educate teenagers about sex, sexuality and sexual acts;

Teachers – to assist and work hand-in-hand with the guidance counselor in the implementation of program and addressing the needs of the students and at the same time strengthen classroom based moral formation;

Parents – to acknowledge the need to talk to their children about how to handle issues about sex and sexual pressures. Also, to make their children feel that they are here to help and guide them;

Students – to strive more in practicing “no to pms” (premarital sex) principle and to divert their attention into more productive activities.

SCOPE AND LIMITATION OF THE STUDY

This research was confined on the premise of identifying personological variables that may be related to the four personality tendencies associated with sexual awareness of first year students in a Polytechnic College in Bulacan. The personological variables are namely age, sex, family-living condition and socio-economic status.

The respondents were limited only to one hundred (190) first year students at a Polytechnic College in Bulacan taking up different courses of specializations. Specifically, the study involved seventy two (72) BSE English majors; fifty two (52) Hotel and Restaurant Management; forty four (44) Communications Engineering and Technology; sixteen (16) Electrical Engineering Technology; and six (6) Electronics and Communication Engineering Technology students.

DEFINITION OF TERMS

The following terms are operationally defined as they are used in the study.

Personological Variables – This term refers to individual profile of the respondents in terms of sex, age, family living condition and socio-economic status.

Sex - This term refers to the respondent is a male or a female.

Age - This term refers to the chronological age of the respondents and as used in this study, 15 to 21 years old.

Family Living Condition – This term refers to the condition in the family to whether Both parents are present and the respondent is living with them or only one parent is present, either the mother or the father only.

Socio-Economic Status – This term refers to the combined salary of the parents per day which is used to provide for the basic needs of the family. The status was determined in relation to the Poverty Threshold given by National Statistic Coordination Board (Php 446 per day x 22days, NSCB, 2011).

Poverty – This term refers to the proportion of families per capita income below the poverty threshold at a particular period of time. In this research, definition of poverty considers poverty threshold of the 2011 of the National Statistical Coordination Board.

Poverty Threshold – This term refers to the minimum amount required to meet a family's basic and non- food needs.

Sexual Awareness – This term refers to the dispositional tendency to focus attention on various aspects of sexuality and sexual processes which includes sexual consciousness, sexual-monitoring, sexual assertiveness and sex-appeal consciousness (Snell et. al, 1999).

Sexual Awareness Questionnaire (SAQ) – This refers to the 36-item objective, self-Report instrument designed to measure four personality tendencies associated with sexual awareness.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related conceptual literature on the concepts on sex, sexuality, sexual development, age, gender, sexual awareness and poverty. Also included here are the foreign and local researches, specifically Kaiser Family Foundation on sexual intercourse by males and females and Father Research Institute Summary on parental conflict. This chapter ends with the summary of the literature review.

CONCEPTUAL LITERATURE

Foreign

Sex, Sexuality, Sexual Development

The term sex is used solely when referring to biological and physical traits such as primary and secondary sex characteristics or specifically to sexual intercourse (Holloway, et.al. 2007).

Sex occurs at all levels of biological organization, with the exception of viruses. At the lowest level, bacteria conjugate and a length of the single chromosome is passed from the male, or donor cell, to the female or recipient cell. At more advanced levels, multi-cellular individuals have specialized organs (gonads) that produce specialized sex cells (gametes). Upon fertilization, genetic information is transferred from the small,

motile spermatozoa (male gametes) to the much larger ova (female gametes) (Microsoft® Encarta® 2009).

Benson (2013) accounts for human sexuality is more than just whether you are male or female, and it is more than just the act of sex. It is a complex idea that involves the physical make-up of the human person, how he thinks, feel about others and the society he live in. He also mentioned that there are things that contribute to sexuality. The first one is Anatomic Sex which refers to the sex organs with which humans are born with, penis and testicles for boys and vagina, breast, uterus and ovaries for girls. Second is Gender Identity which relates to how a person feels inside, whether he/she feel like a boy or a girl. Gender Identity and Anatomic Sex sometime do not much which is often referred to as transgender. Third is the sexual orientation and it refers to whether a person is primarily attracted to people of the opposite sex (heterosexual), the same sex (homosexual) or both (bisexual).

Human Sexuality, in a general perspective is referring to various sexually related aspects of human life, including physical and psychological development, and behaviors, attitudes, and social customs associated with the individual's sense of gender, relationships, sexual activity, mate selection, and reproduction. Sexuality permeates many areas of human life and culture, thereby setting humans apart from other members of the animal kingdom, in which the objective of sexuality is more often confined to reproduction. (Microsoft® Encarta® 2009).

As cited in www.update.com. (2013) Sexual development begins in the pre-teen years and continues into adulthood. As the body grows into adulthood, the way of thinking, emotions and wants and needs will change as well. The body will probably start to feel strong attractions toward others. Feelings that include friendship with other teenagers, other s may feel wanting to be physically close to another person or feel attracted to someone of the opposite sex will arise.

Puberty on the other hand, refers to the period of physical maturation, the term *adolescence* typically refers to the socially defined period during which a person adjusts to the physical, emotional, and social changes associated with the transition from childhood to adulthood. Adolescence, which occurs from about the age of 12 to the age of 17 or older, is defined as a period marked by increased sexual behavior. By the end of adolescence, two-thirds of young women and almost all young men have masturbated to orgasm. In recent decades, surveys indicate that more adolescents have begun engaging in intercourse at a younger age. However, studies of college students often find that 20 to 30 percent of these students have not had sexual intercourse. Adolescence can be particularly difficult for teens who feel different from their peers. Sexually active adolescents may wonder if their peers are abstinent, while sexually inactive adolescents may believe that their peers are sexually active. Others may struggle with same-sex attractions. (Microsoft ® Encarta®2009).

Pluhar (2008) stated that mature sexual desire begins to appear with the onset of puberty. Sexual expression can take in the form of masturbation or sex with a partner. Sexual interest among adolescents, as among adults, can vary greatly. Sexual activity in

general is associated with various risks including unwanted pregnancy and sexually transmitted diseases including HIV/AIDS.

Sexual desire, as stated by Latif (2007) globally, people are engaged in sex an average of one hundred three (103) times a year, with men having sex more often than women which is one hundred one (101) only.

According to Davidern as cited by Bancroft & Vukadinovic (2004), Sexual behavior is caused by events occurring inside the boundary properties of organism and outside properties of the environment of that organism. From a viewpoint of an individual organism, environmental events can be distinguish which is directly related to the organism and which are not, termed as social and physical environment.

According to Snell Jr. and his team, some people are relatively unaware of the sexual aspects of themselves; they tend to be relatively thoughtless about their own sexual urges, feelings and cognitions. By contrast, other individuals are quite self-reflective about and aware of the sexual aspects of themselves; they spend time thinking about of their sexuality. This sexual disposition is labeled sexual-consciousness.

Another attentional tendency associated with human sexuality has been labeled sexual-monitoring, the dispositional tendency to be concerned with the public impression created by the sexual aspects of oneself (e.g. one's sexual history, sexual partners).

Sexual maturity localizes the sexual energy in the bodily organs, and from this time forth, the bodily part comes out to be the forefront. Through this, sexual awareness is created. The notion of sexuality before now embraces the physical development of sexual organs, as well as the awareness of one's sexual motions.

Age, Gender and Sexual Awareness

The first manifestations of sexual motions may be noticed very clearly. Before sexual maturity is achieved (at the age of 11-13 with girls and 12-14 with boys), the gender life is presented in what may be called the indifferent disposition. Though the physical organs are not yet developed, the body already has a certain "erogenous" character and may experience sexual excitement.

Most psychologists would say that it is a natural part of life to have sexual feelings. As people pass from childhood, through adolescence, to adulthood, their body feelings develop and change. Studies also reveal that during the teen years, sexual feelings are awakened in the new ways because of the hormonal and physical changes of puberty. These changes involve both the body and the mind, and teens tend to wonder about new-and often intense-sexual feelings (Lyness, 2009).

Sexual orientation may become a question during puberty or adolescence. The term *sexual orientation* refers to a person's erotic, romantic, or affectional attraction to the other sex, the same sex, or both. A person who is attracted to the other sex is labeled *heterosexual*, or sometimes *straight*. A person attracted to the same sex is labeled homosexual. The word *gay* may be used to describe homosexuals and is most often applied to men, whereas the term *lesbian* is applied to homosexual women. A person who is attracted to both men and women is labeled *bisexual*. A *transsexual* is a person whose sense of self is not consistent with his or her anatomical sex—for example, a person whose sense of self is female but who has male genitals. Homosexuality is not

synonymous with *transsexuality*. Homosexual men's sense of self is male and lesbian women's sense of self is female (Microsoft ® Encarta ® 2009).

Albright (2008), stated that gender differences have been found related to both the amount and type of sex-seeking behaviors in which men and women engage in. Older research on pornography found that males tend to hold more permissive attitudes toward pornography and that they are the predominant consumers of porn, compared with women (Fisher & Byrne, 1978; Kinsey et al., 1953; Laumann, Gagnon, Michael, & Michaels, 1994). Yet more recent studies seem to support the notion that gender disparities in accessing porn may be narrowing in the digital era. An online poll of 9,000 respondents found that 86% of males reported accessing porn online, but that 59% of the females also had (Cooper, 2000), while a study of 10,000 Norwegians found that only 32% had watched porn on the Internet, with more men than women reporting having done so (Traeen, Sorheim Nilsoen, & Stigum, 2006).

Other studies have supported gender differences in the types of sexual images and situations sought by men and women online, with men more likely to pursue sex-related activity individually through seeking sexually explicit material such as pornography, while women are more likely to engage in interactive activity such as "cyber" or erotic chatting (Mills, 1998; Young, 1999; Cooper, 2000; Ferree, 2003).

Kaiser Family Foundation (2005) revealed that based on their study, males are more likely to have had sexual intercourse than females. The percentage that high school students who have had intercourse increases by grade. Males (18%) are more likely than

females (11%) to report having four or more sexual partners. Compared to older adults, adolescents (10-19 years old) are at higher risk acquiring STDs for a number of reasons, including limited access to preventive and regular health care and physiologically susceptibility to infection.

During teen years, the role of the parents in guiding their children intensifies. This is the stage where learning about sexuality and relationships can be difficult for a teen to come to terms with and talking to someone about the confusing feelings that go with growing up can be of great help and this is where parents should come in.

But what if parents are not around? What if only one parent is available to be with the growing teenager? What if the parents are in conflict?

According to the Fatherhood Institute Research Summary, parental conflict produced substantial negative effects on children and hostility are well documented in both in-tact and non-intact families (Cummings et.al, 2004; Reynolds, 2001). "Troubles" between the parents can also influence each parent's relationship with their child (Frosch et.al, 2000).

One particular good quality study found that adolescent boys, (but not girls) whose parents fought a lot tended towards antisocial behavior and general psychopathology both at the time and in the young adulthood. As young adults, the boys also reported problematic relationships with their fathers (Neighbors et.al, 1997).

In England and Wales, between 150,000 and 200,000 parental couples separate each year and of the 12 million children in the country, more than one in four have separated parents (Her Majesty's Government, 2004), giving at least one child in three

will experience parent's separation before the age of 16 (Joseph Rowntree Foundation, 2004).

Research has identified five important factors that predict children's positive or negative life chances after their parents' separation (Lamb, 2002a). (1) the quality of their relationship with their mother; (2) the quality (not necessarily the quantity) of their relationship with their father; (3) how much and how viciously the adults continue to fight; (4) the child's individual temperament; and (5) the financial support available to them.

Poverty

Poverty is a condition of having insufficient resources or income. In its most extreme form, poverty is a lack of basic human needs, such as adequate and nutritious food, clothing, housing, clean water, and health services. Extreme poverty can cause terrible suffering and death, and even modest levels of poverty can prevent people from realizing many of their desires. The world's poorest people-many of whom live in developing areas of Africa, Asia, Latin America, and Eastern Europe-struggle daily for food, shelter, and other necessities. They often suffer from severe malnutrition, epidemic disease outbreaks, famine, and war. In wealthier countries-such as the United States, Canada, Japan, and those in Western Europe-the effects of poverty may include poor nutrition, mental illness, drug dependence, crime, and high rates of disease. In 1998 Asia (including South Asia, East Asia, and the Pacific region) accounted for about two-thirds of the world's 1.2 billion poorest people. These people all lived on less

than \$1 per day. South Asia-that is, the Indian subcontinent, which includes India, Nepal, and Bangladesh-had about 522 million people living in extreme poverty in 1996. India had the greatest number of poor of any country in the world-more than 300 million people, more than one-third of its population. The caste system associated with Hinduism, the dominant religion in India, helps perpetuate some of this poverty. This system keeps many families poor from generation to generation by assigning certain groups of people to low status. Approximately 267 million people in East and Southeast Asia lived on less than \$1 per day in 1998. China has very large numbers of poor due to the great size of its rural population. Such Southeast Asian countries as Vietnam, the Philippines, and Indonesia also rank among the worlds poorest. (Microsoft ® Encarta ® 2009).

Local

Sex, Gender and Sexuality

Amon (2009) who made a study on the Level of Awareness on Sexuality Among Deaf High School Students at the Philippine School for the Deaf: Basis for a Proposed Program on Teaching Sexuality cited Sugar (1990) that the 'truth is that all children are social beings from the day they are born and are sexual beings deriving satisfaction from their own bodies and from their interactions with others particularly the warm embraces of their mother and father. They grow and become adolescents with physically maturing bodies and a host of emerging social and sexual feelings and needs.

According to Eviota (1994) in *Sex and Gender in the Philippine Society*, gender is a cultural construction – a product of a given society's adaptation to the material conditions in which it finds itself. Gender differentiation originates from the different functions assigned to men and women by society, which in turn are based on their sex differences.

Demographic Research and Development Foundation (DRDF and UP, 2007) stated that sexual behavior like any other, is socially scripted behavior. If a woman and a man behave differently, it is because the available scripts for them to learn are different. But people shape their environment and are not merely shaped by it, so they acquire script as well as create scripts of their own.

Relationship with Parents

Lombojon (1996) made a study on *The Personality Profile, Stress and Coping Mechanisms of the Urban Poor Working Students in the High School Department of St. Joseph's College* using Mooney Problem Checklist and revealed that the parent's negative attitude toward the child shows lack of good parent-child relationships and had led to a gap between the child and the parents. The child further develops guilt-feelings over not telling their parents about their problems and learns to lie because of fear that there will be a clash of opinions between them.

Poverty

Baldado (1989), as cited by Rigunan (2001), investigated 448 Intermediate Pupils of Sulat District using Bell's Adjustment Inventory and found out that pupils of low-socio economic status exhibit poor home adjustment and tend to be very submissive.

Based on recent reports, the nation's economic crisis has deeply affected the lives of millions of Filipinos. Despite of the unwavering effort of the government to eradicate poverty, it can still be seen everywhere. The disclosure made by the National Statistical Coordination Board made it clear that the incidence of poverty has remained unchanged for the past six years of the current administration (*Addressing Poverty, Asia News Network, April 30, 2013*).

The National Statistics Coordination Board (NSCB) noted that in terms of income distribution, 20% of the population (or the poorest segment) accounted for only 6% of the total national income, while the upper 20% accounted for nearly 50%. It is gleaned from the data that poverty remained unchanged as the computed differences in the 27.9 percent poverty incidence in the first half of 2012, compared with the 2006 and 2009 first semester figures of 28.8 per cent 28.6 per cent, respectively, were not statistically significant.

Demographic Research and Development Foundation (DRDF) and the University of the Philippines (UP) 2007, as cited by Mendoza discussed that sexual behaviors of identified risk groups (freelance sex workers and registered sex workers) said that the main reason for this casual sex need is for immediate money and the need to satisfy their hunger.

Lazaro (1992) as cited by Gener (1999) made a study on the Personality Difficulties and Adjustment Problems of Pupils in Rizal and found out that the monthly income of the family is not a hindrance to the socially handicapped. In terms of personal adjustment, the pupils who belong to high average show less personal adjustment than low average pupils.

The 1998 National Demographic and Health Survey (NDHS) as cited by Singson (2008), reveals that 3.6 million of our Filipino teenagers got pregnant. In 92 percent of these teens, the pregnancy was unplanned, and the majority, 78 percent, did not even use contraceptives the first time they had sex. Many of the youth are unaware that they can be pregnant even on one sexual interaction.

Summary of Literature Related to the Study

In the domain of human sexuality, foreign literatures claimed that there are different views on what is the real meaning of the word “sex”. Some say it is the act when a man penetrates a woman genitally. If one of the organs used was not related to sexual reproduction like anus or mouth, then it is not sex. A significant difference between male and female sexual behavior and responses also exists. Men and women need differing levels of stimulation before they reach orgasm and may attach different meanings to sex. Local researches agree that there is a difference on how males and females approach sexuality as influenced by their culture. The relationship of parents and their children have some bearing on how they understand sexuality and its effects. Some foreign and local studies stipulate that poverty is one of the factors that drive a person to

engage in sexual activities. There were only few foreign and local studies presented due to the fact that there are limited studies conducted that exactly deals with the relationship of sexual awareness and the personological variables considered in this study. However, the researcher cited some of the results of different studies that are concerned with socio-economic status, sexuality, poverty, difference in sexual development between boys and girls, effects of the presence of both parents in a child's life, the results of absentee parent and poverty threshold. With the hope that the results of this study could somehow help future researchers in discovering the true relationship of age, sex, family living-condition and socio-economic status to the sexual awareness of freshmen students in the Philippines.

CHAPTER III

METHODOLOGY

This chapter presents the method used and the procedures employed by the researcher in the conduct and completion of the study. Specifically described hereunder are the research design, research locale, the respondents and sampling procedure, research instrument, validation of instrument, data collection procedure, and the statistical treatment used to analyze and interpret the data collected.

RESEARCH DESIGN

This research study utilized the descriptive-correlational design. According Catane (2000) as cited by Leyran (2013), descriptive research tries to discover the connection of certain characteristics in the population. It seeks what are true rather than merely foretelling relationships to be found as it places great emphasis on the discovery of ideas and insights. This method looks into accuracy at the naturally occurring phenomena of the moment and then describes exactly what the researcher sees. She added that descriptive research deals with the relationship between variables, the testing of hypothesis and the development of generalization, principles or theories that have universal validity (Best & Kahn, 1993).

Another design used in this study is correlational study that determined whether or not two variables are correlated. Correlational studies are further designed to find statistical connections, or correlations, between variables so that some factors can be used

to predict others. This design played an important role in testing the significant relationship of the four personality tendencies associated with sexual awareness and the personological variables of the respondents namely age, sex, family-living condition and socio-economic status.

This study used a two-part questionnaire as main tool in gathering personal data. The first part of the questionnaire is the personological variable profile sheet which consists of personal information about the respondents like age, sex, family-living condition and parents' daily income. The second part was the 36 item Sexual Awareness Questionnaire (SAQ) designed by Dr. William E Snell Jr., et.al. (1991) which was used to identify the sexual awareness disposition of the first year students of a Polytechnic College in Bulacan. The Sexual Awareness Questionnaire was designed to measure specifically four personality tendencies: Sexual Consciousness, Sexual Monitoring, Sexual Assertiveness and Sex-Appeal Consciousness. Personological variables such as age, sex, family living condition and socio-economic status were correlated with the four personality tendencies related to sexual awareness.

RESEARCH LOCALE

The study was conducted at Mariano Quinto Alarilla Polytechnic College in Meycauyan, Bulacan, particularly to all first year college students from five different majorships. In 2002, the establishment of the College began its course when Mayor Alarilla sought the assistance of the Technological University of the Philippines (TUP) to conduct a feasibility study on the viability of having a public institution of higher

education. A memorandum of agreement was signed by Mayor Alarilla representing Meycauayan and Dr. Fedeserio C. Camarao, representing Technological University of the Philippines (TUP) for the latter to undertake said feasibility study. The Sangguniang Bayan and Professor Josefino P. Gascon were present during the signing to represent the Municipal Council of Meycauayan and the Feasibility Study Committee from the TUP respectively. The study was conducted from March 1 – May 31, 2002. The result of the study was accepted and became the fundamental document upon which the actions of the Municipal Government were based.

Finally, after almost a year, the decision was made and in the summer of 2003, preparations were made for the formal opening of the College named Mariano Quinto Alarilla Polytechnic College in honor of the father of its founder Mayor Eduardo A. Alarilla. In coordination with the Provincial Office of the Technical Education and Skills Development Authority, the college offered three ladderized technical courses: Associate in Hotel & Restaurant Management, Electrical Engineering Technology & Electronics Communication Engineering Technology. The following year, the degree components of these three courses were identified and the curricula were made. The Bachelor of Secondary Education major in English, after a 6 months research work was implemented in AY 2005-2006.

Mariano Quinto Alarilla Polytechnic College or MQAPC is located at Meycauayan, Bulacan. Meycauayan is one of the oldest towns in the province of Bulacan and in the entire Philippines. The Franciscans established the town in 1578, a few years after the founding of the city of Manila. According to historical notes, the first

missionaries to come to this town were Fathers Juan de Placencia and Diego de Oropesa. The "poblacion" was first established in Malhacan, earthquake, and the church including big houses collapsed. Because of this, the town proper was transferred to Lagulo. But Lagulo also did not last long as the town's poblacion. Aetas oftentimes visited the place; hence, the church was transferred in place full of bamboos (makawayan). From this place, the town's name derived. If not for this incident, the town would have been known as Malhacan or Lagulo. The transfer was made by Father Pedro Bautista, the priest who was held martyr in the country of Japan and was canonized into sainthood by the Papal seat in Rome.

Also, according to history, the town of Meycauayan, being a big place and the oldest in this part of Bulacan was alluded to as the prime town of the province of the same name. It was also proven by the book "Estado dela Provincia" printed in 1865 and written by Gregorio Magno, who described the town and its neighboring places as forested and wild, the people trekked to the vast expanse of the field and lands.

It was also during those times that Meycauayan was the center because besides its market, the headquarters of the Spaniards was established here. The then Meycauayan was composed of Polo and Obando, Marilao, Bocaue and San Jose del Monte. Corresponding to the changes of the primary towns, the name of the province was also changed from Meycauayan to Bulacan.

The neighboring town of Bocaue was founded in the year 1582, four or five years after the establishment of the town Meycauayan. It could also be gleaned from historical transitions before the Spaniards came, that the town of Meycauayan was progressive

place, abundant and considered as a city.

It was in the year of 1623 when the town of Polo was detached from Meycauayan and followed by other towns, which now independently exist. (Polo was incorporated to the town of Valenzuela, now a part of Metro Manila. The last town to become independent from the town of Meycauayan was Marilao in 1913.

Because of the continuous progress of the town, a concrete bridge was built in 1791, which up to now exist as a historical document in Meycauayan's legacy. (Provincial Government of Bulacan, Philippines. Developed by the Provincial Information Technology Office, 2007).

RESPONDENTS AND SAMPLING PROCEDURE

The total population of two hundred (200) first year students enrolled in the second semester of academic year 2010 - 2011 of a Polytechnic College in Meycauayan, Bulacan was all involved in this study. All first year students enrolled during the time this study was conducted were considered as respondents to answer the survey questionnaire. However, after administration of the survey questionnaire, students with incomplete data from the questionnaire were excluded for data analysis. Thus, the total number of samples was reduced to one hundred ninety (190) student population. The actual samples was composed of seventy two (72) students in the Bachelor of Secondary Education major in English (BSE); sixteen (16) students in Electrical Engineering Technology (EET); six (6) in Electronics and Communication Engineering Technology (ECET);

forty four (44) in Computer Engineering Technology (COET) and fifty two (52) Hotel and Restaurant Management (HRM) students.

RESEARCH INSTRUMENT USED

Description

The Sexual Awareness Questionnaire developed by William E. Snell and his team is consists of 36 items arranged in a 5-point likert scale was used to collect data on people's responses. Each item being scored from 0 to 4 with the following descriptions: not all characteristics of me (0), slightly characteristic of me (1), somewhat characteristic of me (2), moderately characteristic of me (3), very characteristic of me (4).

The first factor contains items that pertain to sexual-consciousness (items 1, 4, 10, 13, 22 and 25). The items on the second factor (items 2, 5, 14 17, 23, 26, 28, 31 and 32) referred to sexual monitoring tendencies. The third factor is composed of items assessing sexual-assertiveness (items 3, 6, 9, 12, 15, 18 and 24), and the fourth factor is concerned with sex-appeal consciousness (items 8, 11 and 29). There are six (6) items which are reversely coded (items 6, 9, 23, 30, 31, 32) and scored as A=0, B=1; C=2; D=3 and E=4.

Purpose

The Sexual Awareness Questionnaire (SAQ) (Snell, Fisher and Miller, 1991) is an objective self-report instrument designed to measure four personality tendencies associated with sexual-awareness and sexual-assertiveness

- (1) sexual-consciousness, is defined as the tendency to think and reflect about the nature of one's sexuality;
- (2) sexual-monitoring, is defined as the tendency to be aware of the public impression which one's sexuality makes on others;
- (3) Sexual-assertiveness is defined as the tendency to be assertive about the sexual aspects of one's life.
- (4) Sex-appeal consciousness is defined as the tendency of individual to be alert on others' perception that one is sexy.

Scoring

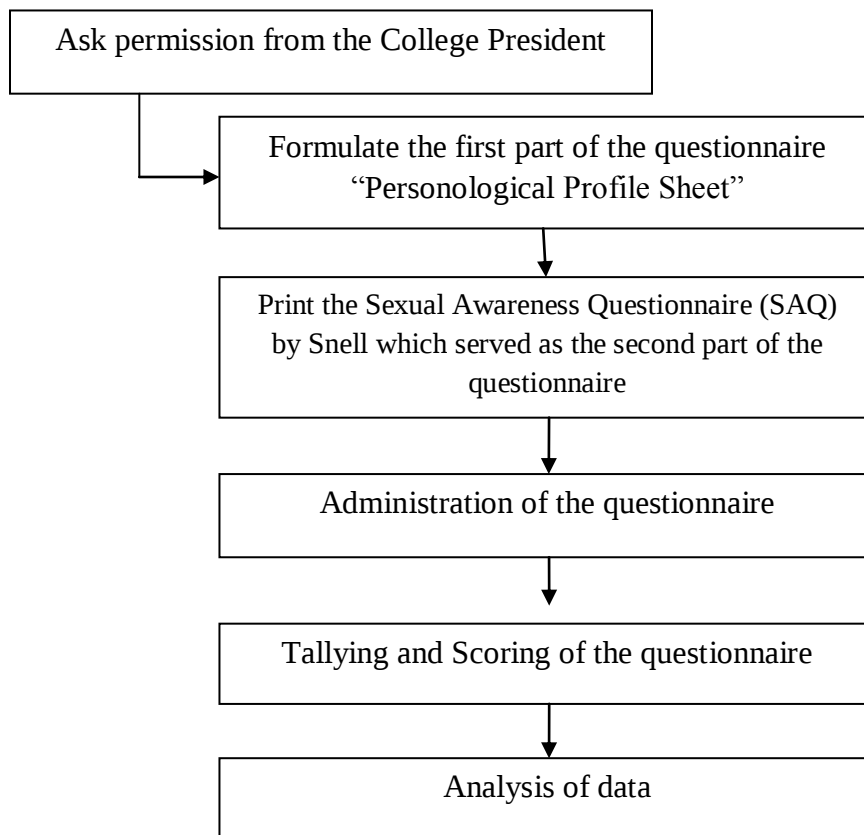
The Sexual Awareness Questionnaire consists of 36 items which are coded accordingly: A=4; B=3; C=2; D=1; and 0, except for 6 specific items which are reversely coded (items 6, 9, 23, 30, 31, 32). These items are marked with an "R" on the copy of the SAQ. The relevant items on each subscale are first coded so that A=0, B=1; C=2; D=3 and E=4. Next, the items on each subscale are summed up, so that higher scores correspond to greater amount of each respective psychological tendency. Scores on the sexual-consciousness subscale can range from 0 to 24; sexual-monitoring scores can range from 0 to 32; sexual-assertiveness scores range from 0 to 36 and scores on sexual-appeal consciousness subscale can range from 0 to 12. These scores in the SAQ can be treated as individual difference measures of the four (4) personality tendencies related to sexual awareness.

VALIDATION OF INSTRUMENT

Snell and his team (1991) subjected the four subscales of SAQ for internal consistency by calculating Cronbach alpha coefficient using two separate samples. Sample 1 consisted 265 females, 117 males and 4 gender unspecified and sample 2 consisted 265 females, 117 males and 4 gender unspecified with the average age of 24.1 and 24.07 respectively. Results indicated that all 4 subscales had clearly acceptable levels of reliability. A second cross-validation factor analysis as reported by Snell et.al (2001) also showed that the SAQ subscales were factorially consistent with the anticipated factor structure. The results of these statistical analyses provide strong preliminary evidence supporting the factor structure of the Sexual Awareness Questionnaire (SAQ).

DATA COLLECTION PROCEDURE

The researcher sought the approval of the president of Mariano Quinto Alarilla Polytechnic College (MQAPC) (Appendix A) in Meycauyan, Bulacan. Upon receiving the approval, the researcher secured a copy of the different class schedules (Appendix B) of the identified respondents to be able to administer the questionnaire. The first part of the questionnaire was all about the personological profile (Appendix C) of the first year students which was formulated by the researcher and submitted to her adviser for approval. The second part was the copy of the Sexual Awareness Questionnaire (SAQ) (Appendix D) by Snell et.al. Respondents were given enough time to fill-out and answer the two-part questionnaire. Then all papers were checked, scored, analyzed and interpreted.

FIGURE 2 Data Collection Flow Chart

STATISTICAL TREATMENT

The data gathered were subjected to the following statistical treatment: frequency and percentage to analyze the responses in the personological variable profile sheet. Responses were tallied and percentages were obtained accordingly. The sexual awareness questionnaire was then scored according to the procedure provided by the developer and then means ($\bar{X}$) for the scores were computed.

The responses obtained from the self-report questionnaire were scored, encoded, tabulated and analyzed using SPSS version 21. Descriptive statistics such as frequencies and percentages were computed applying to all personality tendencies of sexual awareness. The frequency counts were used to describe the respondents' information in each of the personological variables. Percentages were computed to gauge the size of a specific frequency in each of the categorical variables in comparison to the sample population. The Pearson Correlation Coefficient was used to establish the relationship between the personological variables such as age, sex and socio-economic status and the level of sexual awareness of the respondents. Analysis of Variance (ANOVA) was employed to establish the relationship between family living condition and the level of sexual awareness. Although ANOVA was used in testing significant differences between two or more means from independent samples, it was utilized in this study because the data to be tested were nominal by interval. Also, the scores in the four personality tendencies related to the level of sexual awareness were not collapsible.

CHAPTER IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter provides the discussion and analysis of all gathered data. Frequency and percentage distribution of each of the personological variables were obtained to present the profile of the respondents. The mean scores of each of the four personality tendencies were presented as well. Finally, using Pearson Correlational Coefficient, significant relationship between the personological variables and the four personality tendencies associated with the sexual awareness were identified and analyzed.

PERSONOLOGICAL PROFILE OF THE RESPONDENTS

The personological variables of the respondents were looked upon in terms of age, sex, family-living condition and socio-economic status.

Problem 1: What is the personological profile of the respondents in terms of the following areas?

- A. age
- B. sex
- C. family-living condition
- D. socio-economic status

A. Age

Among the 190 respondents, 117 are females and 73 are males. Forty (40) from the 117 females belong to the age group 16 years old, 36 are 17 years old and 20 are 18 years old. For the male respondents, 26 are 17 years old, fifteen are 18 years old and thirteen are 16 years old. This shows that majority of the respondents are in the adolescent years.

Table 1.A

Frequency and Percentage Distribution of Respondents According to Age

Age	Male		Female		TOTAL	
	f	%	f	%	f	%
15	0	0%	1	1%	1	1%
16	13	7%	40	21%	53	28%
17	26	14%	36	19%	62	33%
18	15	8%	20	11%	35	18%
19	12	6%	13	7%	25	13%
20	6	3%	4	2%	10	5%
21	1	1%	3	2%	4	2%
TOTAL	73	38%	117	62%	190	100%

Descriptive statistics shows that the minimum age for the respondents is 15 years old and the maximum is 21 years old. Majority of the respondents are adolescent. This definition is supported by Dela Cruz (1998), who posited that individuals are considered adolescent when their age falls on 13-19 category (Cole and Hall, 1970) as cited by Mendoza (2011).

In the Philippine education system prior to the implementation of the K to 12 Curriculum, the average age for a first year college student is between 16 to 17 years old. Pre-primary education provided for children aged 3-5 years. The programs offered vary as Nursery (Early Childhood Education) for children aged 3-4 years, Newbie for ages 4-5 years, and School Preparation / elementary school for age 5-6 years. Elementary education is divided into two; primary level or Gr. 1 to 3 and the Intermediate level or Gr. 4 to 6 with aged from 7 to 12 years old. Secondary school education in the Philippines consists of four years and provided free of charge in public schools, aimed at students aged 12-16.

The term adolescence typically refers to the socially defined period during which a person adjusts to the physical, emotional, and social changes associated with the transition from childhood to adulthood. Adolescence, which occurs from about the age of 12 to the age of 17 or older, is a period marked by increased sexual behavior. By the end of adolescence, two-thirds of young women and almost all young men have masturbated to orgasm. In recent decades, surveys indicate that more adolescents have begun engaging in intercourse at a younger age. However, studies of college students often find that 20 to 30 percent of these students have not had sexual intercourse. Adolescence can be particularly difficult for teens who feel different from their peers. Sexually active adolescents may wonder if their peers are abstinent, while sexually inactive adolescents may believe that their peers are sexually active. Others may struggle with same-sex attractions. (Microsoft Encarta, 2009).

Adolescence marks a period of transition between childhood and adulthood, in which emotional maturity often false behind physical maturity. As a result, adolescents desire to break away from parents and want to prove they are independent but still exhibit childishness. As personal and sexual identity develops, the desire to belong to a peer group and to become popular becomes strong. Teenagers want to be accepted by their peers in order to feel they are normal (Reader's Digest, 1998).

B. Sex

Table 1.B shows that out of the 190 respondents in this study, 117 are females which are 62% of the total population and 73 are males or 38%. The respondents are comprised of more females than males.

Table 1.B
Frequency and Percentage Distribution of Respondents According to Sex

Sex	Frequency	Percent
male	73	38.4
female	117	61.6
Total	190	100.0

Based on the study conducted by Mendoza (2011), male respondents experienced uncontrollable and bizarre feeling of sexual drive. Females have suppressed sexual expression and can only be manifested during coital contact. This was concurred by Lauman (2000) when he revealed that men's sex drives are not only stronger than women, but much more straightforward.

The Battelle researchers (1997) found that about 95 percent of the men they surveyed had vaginal intercourse; their average age at first intercourse was 17 for white men and 15 for black men while the average number of vaginal sex partners was seven. In this data, nearly one-fourth of the men had had 20 or more sex partners in their lifetime. Another data shows that about 75 percent had performed or received oral sex; 20 percent had had anal intercourse. The researchers found that white men were less likely to use condoms (25 percent) than Hispanic men (39 percent) and black men (38 percent). Men aged 20 to 29 were more likely to use condoms than those aged 30 to 39.

As regards the question on the use of contraceptives, about 75 percent of the respondents agreed that using condoms 'shows that you are a concerned and caring person.' But 27 percent were embarrassed to buy condoms. The survey also asked the men about their perceptions of AIDS; 97 percent understood that AIDS destroys the immune system and 96 percent realized that it has no cure. About 41 percent had been tested to find out if they were infected with the AIDS virus (Encarta Archives, 2007).

In an essay presented by Helena Cronin (2004), "Darwinian Analysis of Gender," she stated that psychological sex differences emerge as early as children's play. Boys opt for formal games, with a definite outcome that allows them to be declared the winner; they quarrel repeatedly over the rules, with apparent enjoyment, and are better than girls at competing with friends. Girls prefer unstructured play, without rules and goals or winners and losers; and they waive formalities in favor of consensus. Even among one-year olds, girls are less willing to leave their mothers; boys are more independent,

exploratory, and active. And at just 20 months, girls choose dolls and kitchen toys whereas boys choose construction and transport toys—not, of course, through innate preference for specific toys, but because of what the toys offer. It is sexist discrimination that is iniquitous, not sex differences. If the aim is to combat inequity, then it is inequity, not science that should be opposed. Indeed, a scientific understanding should be welcomed. Science cannot dictate values; it cannot tell us what our goals should be. But it can help us to achieve those goals. Scientific understanding of how the sexes differ can help us to devise policies that are fair to both sexes. (Microsoft Encarta, 2009).

C. Family-Living Condition

Table 1.C reveals that 66% of 190 respondents or 125 students are living with both parents present. Thirty-five respondents or 18% are not living with their parents and the remaining 16% are living with one parent only. Other respondents also live with either of the parents. Seventeen (17) or 57% of 30 are living with their father only while 13 or 43% are living with their mothers only.

Table 1.C

Frequency and Percentage Distribution of Respondents According to Family- Living Condition

Variable	f	%
Living with both Parents	125	66%
Not Living with Both Parents	35	18%
Living with One Parent	30	16%
<i>*with Father only</i>	17	57
<i>*with Mother only</i>	13	43
TOTAL	190	100%

Sieving et.al (2006) posited that adolescents living with complete families are less likely to become sexually active compared to their peers in non-intact families. Adolescents living with both biological parents were thirty-eight (38%) less likely to transition to sexual intercourse when compared to adolescents from all other family structures.

This finding is concurred by Regnerus and Luchies (2009) when they mentioned that among a sample of adolescent virgins from intact two-parent families, females reported having close relationship with their father were less likely to report having engaged in sexual intercourse. In general, what seems to be indicated by the findings is that among male and female adolescents, greater parental education and living in a two-parent family, were dependently associated with never having had sexual intercourse.

D. Socio-Economic Status

According to the latest government annual per capita poverty threshold, each Filipino family should have P9,385.00 per month to be able to support the basic needs of a family of five (AFP-Tues. April 23, 2013). In the National Capital Region, the 446php daily minimum wage was given by the National Statistical Coordination Board or NSCB. (IBON Features, reposted by BULATLAT.COM, Aug 7, 2012).

Table 1.D shows the frequency and percentage distribution of the respondents according to socio-economic status. Data shows that almost 34% of the parents of the respondents only have a combined salary of Php100 and below daily. Twenty-six percent (26%) earns Php 101-300 per day and 18% has no work at all. Only 5% earns from Php

301 to 500, 8% are with Php 501-700 combined earnings and 10% of the respondents' parent earns Php 700 above.

Table 1.D
Frequency and Percentage Distribution of Respondents
According to Socio-Economic Status

Socio-economic status (combined salary)	Frequency	Percent
no work	34	17.9
100 and below	64	33.7
101-300	49	25.8
301-500	10	5.3
501-700	15	7.9
above 700	18	9.5
Total	190	100.0

To support the findings on the socio-economic status of the family, Table 1.E shows the data of the study which represents the member of the family who work and takes charge of the finances. The findings show that majority or 60% of the respondents' family were supported by their fathers only. The remaining 24% are with both parents working and the 11% are with mothers only working for the family. The total number of respondents whose family is provided by one parent working, either the father or the mother, the average would be one hundred sixty (160) families or 71%.

Table 1.E**Frequency and Percentage Distribution of Family Member Working for the Family**

Variable	Total	Percentage
Father only	114	60%
Mother only	21	11%
Both Parents	46	24%
No answer	9	5%
Total	190	100%

As part of the personological variable profile sheet that the respondents answered, their parents' earnings per day for those with only one family member working is Php300 or less. Most of the population responded that their families income is Php100-200 per day. The difference of Php100 between the prescribed minimum wage in the NCR and the earnings of the families of the respondents clearly shows that they are poverty stricken. Despite the difference in the living cost between Manila and Meycauayan, the disparity is still insignificant.

In 2011, the NSCB used a new poverty methodology to establish poverty threshold including food threshold. The food threshold or the minimum amount required to meet food needs of 2011 is P32.02 per person per day or Php10.70 per meal. In this case, if a family is composed of five members multiplied with Php32.02, they need Php160.00 everyday for food alone.

According to the responses of the first year students, the income of their parents is mostly P100-200 per day, clearly affirming the results in Table 1.4.

SEXUAL AWARENESS TENDENCY OF THE RESPONDENTS

Problem 2 : What is the sexual awareness tendency of the respondents based on sexual-consciousness, sexual-monitoring, sexual assertiveness and sex-appeal consciousness?

Table 2.1 shows that among all the four personality tendencies associated with sexual-awareness, the Sexual Monitoring Tendency received the highest mean ($\bar{X}=18.64$) in all the variables. This denotes that the respondents have the tendency to be aware of the public impression which one's sexuality has on others. The respondents pay attention to others' impression of their overall self-impression and are more socially skilled and thus, less sexually anxious. Sexual-monitoring deals with the tendency to focus on other people's evaluation of one's own sexuality, the high sexual-monitorer ought not to resemble people who regard themselves in a positive fashion, those who are affected with clinical depression, nor those whose perception of control in life is predominated by either a luck-chance or internal orientation.

Table 2.1

Computed Means for Sexual Awareness Tendencies

Sexual Awareness Tendencies	($\bar{X}$)	Rank
Sexual Consciousness	15.59	3rd
Sexual Monitoring	18.64	1st
Sexual Assertiveness	17.35	2nd
Sex-Appeal Consciousness	8.82	4th

Results that emerged from the study shows that the first year students of an identified Polytechnic College in Bulacan falls on the sexual monitoring tendency associated with sexual awareness since it has the highest mean ($\bar{X}=18.64$) among all of the four personality tendencies. In scoring the Sexual Awareness Questionnaire, scores of items on each subscale are summed up and that higher scores correspond to greater amount of each respective psychological tendency. For this study, since it was composed of one hundred ninety respondents (190), scores were summed up and the mean ($\bar{X}$) was computed. Mean is one of the measurements used in locating the central tendency of an interval data.

The data show that the first year students have the tendency to be aware of the public's impression which their sexuality makes on others. Sample items in the Sexual Awareness Questionnaire (SAQ) intended to assess the individual's concern for what the public thinks of him is the question "I wonder whether others think I'm sexy", "I'm concerned about the sexual appearance of my body", "I usually worry about making a good sexual impression on others", and the likes. The subjects pay attention to others' impression of their overall self-impression.

According to LeGrand & Snell (2002), individuals who score high in the sexual monitoring tendency is more socially skilled and thus less sexually anxious. Sexual-monitoring deals with the tendency to focus on other people's evaluation of one's own sexuality. It was found that women with greater sexual-monitoring reported less sexual-satisfaction, while men with greater sexual-monitoring reported less close relationship-satisfaction. In the convergent validity test conducted by Snell using seven (7) different

instruments namely; Sexuality Scale (Papini & Snell, 1989), Sexual Attitude Scale (Hendrick & Hendrick, 1987), Relationship Orientation Scale (Clark et.al, 1989), Sexual Relationship Scale (Hughes et.al, 1990), AIDS Empathy Scale (Finney et.al, 1990), AIDS Discussion Scale (Snell et.al, 1989) and Relationship Satisfaction Scale (Hendrick, 1988), he found out that females and males with greater sexual-monitoring reported greater sexual-depression and sexual-preoccupation. "They also held sexual attitudes involving caution and caring about sexual relations. In addition, scores on the sexual-monitoring subscale were positively correlated with an exchange approach to close relationships and sexual relations, and also positively correlated with a communal approach to sex. Both males and females with greater sexual-monitoring also signify that they would be likely to use charm to influence a partner to discuss AIDS. Unique gender patterns of correlation were also observed like males with greater sexual-monitoring had more empathy for those affected with AIDS but less overall relationship satisfaction. Women with greater sexual-monitoring, by contrast, reported less sexual-esteem and sexual-satisfaction but held a more collective orientation toward relationships." as stated by the designer of the instrument. On the contrary, the pattern of results for the measure of sexual-monitoring suggest that the dispositional tendency to be attentive to others' evaluation of one's own sexuality may result in a more complicated and negative view of sex. Even though both males and females who were higher in sexual-monitoring did report lower sexual-anxiety, they also scored high on measures of sexual-depression and sexual-preoccupation. They expressed attitudes that sex should be communal in nature, but safely and responsibly practiced. They were also more likely to report engaging in

charm-related behaviors to actually discuss such topics as AIDS with a sexual partner. Lastly, it was found that women with greater sexual-monitoring reported less sexual-satisfaction, while men with greater sexual-monitoring reported less close relationship-satisfaction (Snell et.al, 1991).

Table 2.1 also presents the mean of the three other subscales ranked respectively: sexual assertiveness ($\bar{X} = 17.35$), sexual consciousness ($\bar{X} = 15.59$) and sex-appeal consciousness which is ($\bar{X} = 8.82$).

RELATIONSHIP OF VARIABLES

Problem 3: Is there significant relationship between the personological variables of the respondents and the four personality tendencies associated with sexual awareness?

A. Correlation Between Age and Sexual Awareness Tendencies

Table 3.A present the results of the correlation between age and sexual awareness tendencies.

Table 3.A

Correlation Between Age and Sexual Awareness Tendencies

Sexual Awareness Tendencies	Coefficient	Interpretation
Sexual Consciousness	0.014	No correlation
Sexual Monitoring	0.044	No correlation
Sexual Assertiveness	-0.060	No correlation
Sex-Appeal Consciousness	0.003	No correlation

.01 level of significance

Based on the computed value using Pearson r Correlational Coefficient at .01 level of significance, there is no significant correlation between age and the four personality tendencies related to the sexual awareness of the respondents. The age of the respondents does not determine to which of the four personality tendencies associated with sexual awareness they will be more inclined.

In the Philippines, according to the 2002 Young Adult Fertility and Sexuality Study by the University of the Philippines Population Institute (Uppi) and the Demographic Research and Development Foundation, 26 percent (26%) of our Filipino youth nationwide from ages 15 to 25 admitted to having a premarital sex experience (Philippine Daily Inquirer, 2008).

Ugochi Daniels, United Nation Population Fund Agency (UNFA, 2012) said the rising number of teenage pregnancies in the country is an area of concern that the agency is giving attention to, exposing adolescent girls (10 to 19 years old) to risk (UCAN News Philippines, 2012).

Even though the literatures show that Filipino teenagers of same age, as are respondents, have experienced premarital sex, the result of the data analysis in this research does not mean incorrect because as the designers of the questionnaire stated, the Sexual Awareness Questionnaire (SAQ) was designed to measure dispositional tendencies associated with attention to sexual processes (Snell, 1991). It was meant to identify the personality tendency or disposition meaning the inclination of an individual but not being in the sex act itself. This only proves that the age of an individual does not influence his dispositional tendencies associated with attention to sexual processes.

B. Correlation Between Sex and Sexual Awareness Tendencies

Table 3.B provides the outcome of the computation for the correlation between sex and sexual awareness tendencies.

Table 3.B

Correlation Between Sex and Sexual Awareness Tendencies

Sexual Awareness Tendency	Coefficient	Interpretation
Sexual Consciousness	0.129	Very small positive correlation
Sexual Monitoring	0.044	No correlation
Sexual Assertiveness	0.334	Moderately small positive correlation
Sex-Appeal Consciousness	-0.139	Very small negative correlation

.01 level of significance

Based on the computed value (0.334) using Pearson r Correlational Coefficient, there is a moderately small positive correlation at the 0.01 level of significance between sex and sexual assertiveness as one of the four personality tendencies associated with sexual awareness. The results denote that the respondents have the tendency to be assertive about the sexual aspects of their lives. These same individuals have greater sexual-esteem and sexual satisfaction associated with a more open, interpersonal yet careful approach to sexual relations. To a larger extent, males and females with greater sexual-assertiveness is less to be depressed, as reported by Snell (1991) and his team.

After the formulation of the SAQ, the team of Snell subjected a group of males and females to take the test. Using MANOVA (Multivariate Analysis of Variance) in analyzing the data, they found out that males did report greater sexual assertiveness than

females. This is contrary to the result of this study since majority of the respondents were females (117 out of 190). The findings in this research on the relationship between sex and sexual assertiveness as one of the four personality tendencies associated with sexual awareness should be studied further and be interpreted with considerable caution. The opposing results may be acceded in future research that can further examine the issue of gender differences/similarities in sexual-assertiveness.

Based on the computed value (0.129) using Pearson r Correlational Coefficient, results showed that there is a very small positive correlation between sex and sexual consciousness. The results show that the respondents has the tendency to think and reflect about the nature of their sexuality. They pay attention to internal private bodily sensations associated with sexual arousal and motivation. According to Snell (1991), people who score high in sexual consciousness have a disposition to focus attention toward the sexual aspects of their lives, express a more positive view of sex, with less sex-anxiety and sex guilt, have lower heterosexual anxiety and view themselves as possessing more instrumental and expressive personality.

Sexual arousal and motivation is often associated with males. Older researches on pornography found that males tend to hold more permissive attitudes toward pornography and that they are predominant consumers of porn compared with women (Michael et.al, 1994). Males were about 60% more likely than females to report currently being registered on a personal site.

This is again in contradiction to the results of this study for the fact that the respondents are dominated by females. A very small positive correlation between sex and

sexual consciousness could mean that gender disparity between males and females when it comes to sexual arousal and motivation may be narrowing. This is also conflicting with the results provided by Snell (1991) and his colleagues that there is no gender difference between the measures of sexual-consciousness, sexual-monitoring, and sex-appeal consciousness. More recent studies seem to support the notion that gender difference in this digital era is getting slimmer. An on-line poll of 9,000 respondents found out that 86% of males reported accessing porn online and 59% of the females also accessed (Cooper, 2000). Other studies showed that men pursue sex-related activity individually through seeking sexually explicit material while women are more likely to engage in interactive activity such as "cyber" or erotic chatting (Ferree et.al, 2003).

Based on the computed value (-0.139) using Pearson r Correlation Coefficient, sex and sex-appeal consciousness have very small negative correlation. Sex-appeal consciousness means that the respondents are attuned to and sensitive to the perception that others regard them as sexy, these individuals should report less sex-guilt, sex-anxiety, and heterosexual-anxiety, as well as greater erotophilia, self-assertiveness, and internal locus-of-control. Males who reported greater sex-appeal consciousness expressed highly permissive views about sex and were very concerned about their overall public image (i.e., they were high self-monitors). Females with greater sex-appeal consciousness, by comparison, were more interpersonal and relationship-focused in their approach to sexual relations: they reported greater sexual-esteem, communal sexual attitudes, communal approaches to sexual and close relationships, and greater sexual and close relationship satisfaction.

Based the SAQ reliability and intercorrelation test conducted by Snell in 2001 with two-group MANOVA (males and females), with gender as the main variable at a borderline level of significance, it yielded no gender difference between the measures of sexual-consciousness, sexual-monitoring and sex-appeal consciousness. Although there was a relationship established but was negatively correlated, it can be presumed other factors might be responsible for such small association.

C. Correlation Between Family-Living Condition and Sexual Awareness Tendencies

Table 3.C provides the results on the correlation between family living condition and sexual awareness tendencies using ANOVA as statistical treatment.

Table 3.C

Analysis of Variance Between Family-Living Condition and Sexual Awareness Tendencies

Sexual Awareness Tendencies	Family Living Condition	Sig.	Interpretation
Sexual Consciousness	F 3.268	.022	significant
Sexual Monitoring	F .890	.447	non-significant
Sexual Assertiveness	F .403	.751	non-significant
Sex-Appeal Consciousness	F .319	.812	non-significant

.01 level of significance

Based on the computed value ($F = 3.268$) at .01 level of significance (.022) using Analysis of Variance (ANOVA), the computation revealed that among the four personality tendencies related to the level of sexual awareness, the only variable with significant correlation is between family-living condition and sexual consciousness. Sexually conscious individuals pay attention and reflect about the nature of their sexuality. People who score high in sexual-consciousness have a disposition to focus attention toward the sexual aspects of their lives, should express a more positive view of sex, report less sex-anxiety and sex-guilt, have lower heterosexual anxiety, and view themselves as possessing more instrumental and expressive personality attributes. These same individuals have greater sexual-esteem and sexual satisfaction associated with a more open, interpersonal yet careful approach to sexual relations. Males and females with greater sexual-assertiveness is less to be depressed.

In this study, family living condition was categorized according to living with both parents, not living with parents, living with father only and living with mother only. Majority of the respondents are living with both their parents present (125 out of 190). This is contrary to the points raised by Sieving, et.al (2006) where adolescents living with both biological parents were less likely to have sexual intercourse when compared to adolescents from other family structure. Individuals with high sexual consciousness have greater sexual-esteem and sexual satisfaction associated with a more open, interpersonal yet careful approach to sexual relations.

Meanwhile, Regnerus and Luchies (2009) mentioned that among a sample of adolescent virgins from intact two-parent families, females reported having close relationship with their father were less likely to report having engaged in sexual intercourse. In this research seventeen out of one hundred ninety (17 out of 190) respondents are leaving with fathers only and there is a probability that these respondents will indulge to sexual activities given the fact that sexually-conscious individuals have more positive view of sex, with less sex-anxiety and less sex-guilt.

In the case of this research, it is assumed that since majority of the respondents live with parents present, they will manifest a more subtle and discreet response to sexual questions. They are presumed to manifest a higher level of sexual guilt when asked about sexual matters. And in view of the fact that the Sexual Awareness Questionnaire designed by Snell et.al., was meant only to measure dispositional tendency to focus attention on to various aspects of sexuality and sexual processes, the result caused the arousal of interest of the researcher to conduct another study with family living condition as the main variable and a more appropriate tool to measure sexual interaction, sexual-esteem, sexual attitude and sex guilt should be employed.

D. Correlation Between Family Socio-Economic Status and Sexual Awareness Tendencies

Table 3.D present the results on the correlation between family socio-economic status and sexual awareness tendencies.

Table 3.D

Correlation Between Family Socio-Economic Status and Sexual Awareness Tendencies

Sexual Awareness Tendencies	Sex	Interpretation
Sexual Consciousness	-0.079	no correlation
Sexual Monitoring	-0.063	no correlation
Sexual Assertiveness	-0.025	no correlation
Sex-Appeal Consciousness	-0.023	no correlation

Based on the computed value using Pearson r Correlational Coefficient, the result reveals that there is no significant correlation between socio-economic status and the four personality tendencies associated with the sexual awareness of the respondents. Poverty is not a driving force that can influence sexual awareness of the respondents.

On a causal link study conducted in Nigeria from 1999-2009, researchers found out that there is no direct causal linkage between poverty and the spread of HIV (Geografia online 2012). Nigeria, being one of the poorest country in the world, has high degree of risk to major infectious diseases like food or waterborne diseases. They also have a high rate of HIV/AIDS infection which can be commonly contracted through sexual intercourse.

In another article that of American Psychological Association (2013), the following are the effects of child poverty: poor academic achievement, school dropout, abuse and neglect, behavioral and socio-emotional problems, physical health problems and development delays. Some behavioral problems include feelings of anxiety, depression and low-self esteem. None was mentioned about being sexually active as a result of belonging to poverty stricken families.

This only proves the result of this study that poverty has no significant relationship to the sexual awareness tendency of the respondents, contrary to common thinking that it is a major cause that pushes people to indulge into sexual activities.

In opposition are the results of the study of Edgardh (2002) entitled Sexual Behaviour in low-income high school setting in Stockholm published in Reproductive Health Matters, 2010 sexuality education of low-income black girls, USA proved that women who were single mothers on low-incomes were sexually active, and they viewed sexual desire as a normal part of adolescence.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATION

SUMMARY OF THE STUDY

The study is designed to determine the relationship between the personological variables and the four personality tendencies associated with sexual awareness of first year students of an identified Polytechnic College in Bulacan.

Specifically, it aims to answer the following questions:

1. What is the personological profile of the respondents in terms of the following areas?
 - A. age
 - B. sex
 - C. family living condition
 - D. socio-economic status
2. What is the sexual awareness tendency of the respondents based on sexual-consciousness, sexual-monitoring, sexual assertiveness and sex-appeal consciousness?
3. Is there significant relationship between the personological variables of the respondents and the four personality tendencies associated sexual awareness?

SUMMARY OF FINDINGS

Among the 190 respondents from the five different majorships in an identified Polytechnic College in Bulacan, the researcher obtained the following findings based on the analysis of the gathered data.

1. PERSONOLOGICAL PROFILE OF THE RESPONDENTS

A. Age

Majority of the respondents in this study are ages sixteen to seventeen as represented. It comprises the seventy-nine percent of the total population. Other respondents are ages eighteen to nineteen years old which covers sixteen percent and five percent of the respondents are ages twenty years old and above. In the Philippine education system prior to the implementation of the K to 12 Curriculum, the average age for a first year college student is between sixteen to seventeen years old.

B. Sex

Out of the one hundred ninety respondents in this study, one hundred seventeen are female which covers sixty-two percent of the total population and seventy three are males or thirty-two percent.

C. Family-Living Condition

Sixty-six percent of one hundred ninety respondents or one hundred twenty five students are living with both their parents present. This result shows that majority of the respondents belong integral families.

D. Socio-Economic Status

The socio-economic status of more than half of the total number of respondents is below the poverty line. Out of the one hundred ninety first year students, one hundred five or fifty five percent are poverty-stricken and eighty three or forty-five percent are underprivileged. Only one percent among all respondents is above poverty-line.

2. SEXUAL AWARENESS TENDENCY OF THE RESPONDENTS

Among the four personality tendencies associated with sexual-awareness, the Sexual Monitoring Tendency has the highest mean ($\bar{X}$) which is 18.64. This reveals that the respondents have the tendency to be aware of the public impression which one's sexuality makes on others. The subjects pay attention to others impression of their overall self-impression and is more socially skilled and thus less sexually anxious. Sexual-monitoring deals with the tendency to focus on other people's evaluation of one's own sexuality, the high sexual-monitorer ought not to resemble people who regard themselves in a positive fashion, those who are

affected with clinical depression, nor those whose perception of control in life are predominated by either a luck-chance or internal orientation (Snell, 2002).

3. RELATIONSHIP OF VARIABLES

A. Age

Based on the computed value using Pearson r Correlational Coefficient at .01 level of significance, there is no significant correlation between age and the level of sexual awareness of the respondents. The age of the respondents does not dictate how high or low the level of their sexual awareness.

B. Sex

Based on the computed value (0.334) using Pearson r Correlational Coefficient there is a moderately small positive correlation at the 0.01 level of significance between sex and sexual assertiveness as one of the four personality tendencies associated with sexual awareness. The result denotes that the respondents have the tendency to be assertive about the sexual aspects of their lives. These same individuals have greater sexual-esteem and sexual satisfaction associated with a more open, interpersonal yet careful approach to sexual relations. Males and females with greater sexual-assertiveness is less to be depressed as reported by Snell (1991) and his team.

Based on the computed value (0.129) using Pearson r Correlational Coefficient, results showed that there is a very small positive correlation between sex and sexual consciousness. This means the respondents has the tendency to think and reflect about the nature of their sexuality. They pay attention to internal private bodily sensations associated with sexual arousal and motivation.

Based on the computed value (-0.139) using Pearson r Correlation Coefficient, sex and sex-appeal consciousness has very small negative correlation. High score in sex-appeal consciousness means that the respondents are attuned to and sensitive to the perception that others regard them as sexy, these individuals should report less sex-guilt, sex-anxiety, and heterosexual-anxiety, as well as greater erotophilia, self-assertiveness, and internal locus-of-control. Males who reported greater sex-appeal consciousness expressed highly permissive views about sex and were very concerned about their overall public image (i.e., they were high self-monitors). Females with greater sex-appeal consciousness, by comparison, were more interpersonal and relationship-focused in their approach to sexual relations: they reported greater sexual-esteem, communal sexual attitudes, communal approaches to sexual and close relationships, and greater sexual and close relationship satisfaction.

C. Family-Living Condition

Based on the computed value ($F = 3.268$) at .01 level of significance (.022) using Analysis of Variance (ANOVA), the computation revealed that among the four personality tendencies related to the level of sexual awareness, the only variable with significant correlation is between family-living condition and sexual consciousness. Sexually conscious individuals pay attention and reflect about the nature of their sexuality. People who score high in sexual-consciousness have a disposition to focus attention toward the sexual aspects of their lives, should express a more positive view of sex, report less sex-anxiety and sex-guilt, have lower heterosexual anxiety, and view themselves as possessing more instrumental and expressive personality attributes. These same individuals have greater sexual-esteem and sexual satisfaction associated with a more open, interpersonal yet careful approach to sexual relations. Males and females with greater sexual-assertiveness is less to be depressed.

D. Socio-Economic Status

Based on the computed value using Pearson r Correlational Coefficient, the results revealed that there is no significant correlation between socio-economic status and any of the four personality tendencies associated with sexual awareness. Poverty is not a driving force that could determine the sexual awareness of the respondents.

CONCLUSIONS

Base on the aforementioned findings of this study, the following conclusions were drawn:

1. In terms of respondents' personological profile;

1.1 the respondents belong to the adolescent age with the minimum age of 15 years old and the maximum is 21 years old,

1.2 there is more female respondents than males,

1.3 majority of the respondents are living with both parents present, eighteen percent are not living with their parents, nine percent are living with their fathers only and seven percent with mothers only.

1.4 majority of the respondents belong to the families living below the poverty line in reference to the declared government annual per capita poverty threshold

2. Generally, the respondents are more socially skilled and less sexually anxious.

The study reveals that the respondents have the tendency to be aware of the public impression which one's sexuality makes on others. They pay attention to others' impression of their overall self-impression and are more socially skilled and thus less sexually anxious. This emphasizes that majority falls on the sexual-monitoring tendency wherein they focus on other people's evaluation of their own sexuality.

3. In terms of significant relationship of personological variables and the four personality tendencies associated with sexual awareness, it has been concluded that:

3.1. age is insignificantly related to any of the four personality tendencies associated with sexual awareness

3.2a. sex (male or female) and sexual assertiveness as one of the four personality tendencies related to the level of sexual awareness is with moderate small positive correlation

3.2b. sex and sexual consciousness is with very small positive correlation

3.2c. sex and sex-appeal consciousness is with very small negative correlation

3.2d. sex and sexual monitoring has no correlation

3.3 family-living condition and sexual consciousness as one of the personality tendencies related to the level of sexual awareness are significantly associated

3.4 Low socio-economic status is not a driving force and a determinant in identifying the sexual awareness tendencies of the respondents.

RECOMMENDATIONS

The following recommendations are offered in the light of the foregoing findings and conclusions:

1. Adult supervision is needed to make sure that the sexual assertiveness of adolescents will not lead to erroneous decisions toward sex.

2. Fathers can create a brotherly bond with his son, the same way as a mother can with her daughter and be able to explain that sexuality is more than physical intercourse.
3. Actions can be taken by parents to increase their daily income without compromising quality time with their children.
4. An open and accepting communication between parent and child may lessen the pressure that a child is experiencing in the teenage years.
5. A bigger sample would be more beneficial in gathering data that may lead to a greater understanding of human sexual functioning particularly sexual behaviors which are influenced by sexual thoughts that are significant in people's mind.
6. An appropriate standardized tool to measure the sexual awareness of respondents should undergo proper norming procedure before being used to make sure it is appropriate.
7. Supplemental research on gender differences should be conducted here in the Philippine to further substantiate results of local researches.
8. Further studies on poverty, its cause and effect on students, its relation to academic achievement, its psychosocial outcomes and health-related results can be conducted to better understand its veracity.

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APPENDICES

Appendix A
Letter to the College President

July 26, 2010

TO : **Elena C. Cuvin, Ph.D**
College President
Mariano Quinto Alarilla Polytechnic College
Meycauayan City, Bulacan

Thru : Marilyn Sanchez, Ph.D
College Dean

Dear Madam,

Greetings!

I, Elanor Ordiz-Bayten, is currently taking my Masters in Education major in School Psychology at the Philippine Normal University and I am now at the last part which is thesis writing. It is titled as “**Personological Variables as Related to the Level of Sexual Awareness of First Year Students of Mariano Quinto Alarilla Polytechnic College**”

In connection, I would like to seek your approval to conduct the said study at MQAPC and the First Year students would be the respondents.

I believe that the results of this study would be very beneficial for the Students Affairs Office and the Guidance Center in formulating academic activities for the upcoming years.

May this request reach your attention and your utmost response will be greatly appreciated.

Thank you very much and God Bless.

Respectfully,

Mrs. Elanor Ordiz-Bayten
Researcher

Appendix B


MARIANO QUINTO ALARILLA POLYTECHNIC COLLEGE
 City of Meycauayan, Bulacan

HOTEL AND RESTAURANT MANAGEMENT

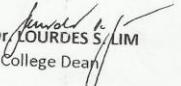
CLASS SCHEDULE for 2ND Semester, A.Y. 2010-2011
HRM 1-A

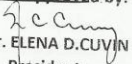
TIME	MON	TUE	WED	THU	FRI	SAT	SUN
7:00 - 7:30							
7:30 - 8:00							
8:00-8:30							
8:30-9:00							
9:00-9:30			NSTP 2/CWTS 2 Mr. Vytinco	Cultural Anthro Mr. Salonga			
9:30-10:00							
10:00-10:30							
10:30-11:00							
11:00-11:30							
11:30-12:00							
12:00-12:30							
12:30-1:00	PE 2 Mr. Oliquino						
1:00-1:30							
1:30-2:00			F.O 1lec/3lab Mrs. Ampuan	Tour 2 Mrs. Ampuan			
2:00-2:30							
2:30-3:00							
3:00-3:30							
3:30-4:00							
4:00-4:30	PE 2 Mr. Gaze	PE 2 Mrs. R. Delos Santos					
4:30-5:00							
5:00-5:30			Filipino Mrs. Delos Santos				
5:30-6:00							
6:00-6:30							
6:30-7:00							
7:00-7:30	Comp 1 Dr. Faundo	Comm Arts 2 Mr. Mateo					
7:30-8:00							
8:00-8:30							
8:30-9:00							

* Changing of Class Schedules and Room Assignments without approval is strictly prohibited.

Prepared by:

Mrs. ROSE KATHLEEN G. DELOS SANTOS
 Program Head

Noted by:

Dr. LOURDES S. LIM
 College Dean

Approved by:

Dr. ELENA D. CUYIN
 President

Appendix B


MARIANO QUINTO ALARILLA POLYTECHNIC COLLEGE
 City of Meycauayan, Bulacan

HOTEL AND RESTAURANT MANAGEMENT

CLASS SCHEDULE for 2ND Semester, A.Y. 2010-2011
HRM 1-B

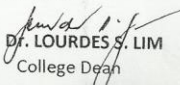
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7:30 - 8:00							
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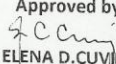
Prepared by:


 Mrs. ROSE KATHLEEN G. DELOS SANTOS
 Program Head

Noted by:


 DR. LOURDES S. LIM
 College Dean

Approved by:


 Dr. ELENA D. CUVINN
 President

Appendix B



MARIANO QUINTO ALARILLA POLYTECHNIC COLLEGE

City of Meycauayan, Bulacan



BACHELOR OF SECONDARY EDUCATION

(Major in English)

CLASS SCHEDULE for 2ND Semester, A.Y. 2010-2011

BSE 1A

TIME	MON	TUE	WED	THU	FRI	SAT	SUN	
7:00 - 7:30								
7:30 - 8:00								
8:00-8:30		ICT2 (Computer Application) Mr.W. Santos				NSTP2 (National Service Training Program 2 w/ Peace Education) Fr. Alvin		
8:30-9:00								
9:00-9:30								
9:30-10:00								
10:00-10:30								
10:30-11:00								
11:00-11:30								
11:30-12:00								
12:00-12:30	MS2 (Rizal's life,works & writings) Dr.Cruz	PE2 (Rhythmic Activities) Mr. Oliquino		GELit1 (Philippine Literature) Dr.Baccay				
12:30-1:00								
1:00-1:30								
1:30-2:00								
2:00-2:30								
2:30-3:00								
3:00-3:30								
3:30-4:00	GEMath2 (Plane& Spherical Trigonometry) Mrs. Manalaysay	GEHum2 (Social Philosophy) Mr.Cervantes	GEEng2 (Reading & Writing in the Discipline) Ms.Regania	GEFIL2 (Pagbase at Pagsulat Tungo sa Pananaliksik) Mrs.Y.Delos Santos				
4:00-4:30								
4:30-5:00								
5:00-5:30								
5:30-6:00								
6:00-6:30	GESS2 (Society&Culture w/ family planning, Peace Educ./Anti-Smoking) Mrs.Z.Santos		GENSCI2 (Physical Science) Mr.De Guzman					
6:30-7:00								
7:00-7:30								
7:30-8:00								
8:00-8:30								
8:30-9:00								

* Changing of Class Schedules and Room Assignments without approval is strictly prohibited.

Prepared by:

Ernesto R. Mateo
Prof. ERNESTO R. MATEO
Program Head-Education

Noted by:

Dr. Lourdes S. Lim
Dr. LOURDES S. LIM
College Dean

Approved by:

Elena D. Cuvín
Dr. ELENA D. CUVÍN
President

Appendix B

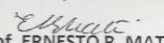

MARIANO QUINTO ALARILLA POLYTECHNIC COLLEGE
 City of Meycauayan, Bulacan

BACHELOR OF SECONDARY EDUCATION
(Major in English)
CLASS SCHEDULE for 2ND Semester, A.Y. 2010-2011
BSE 1B

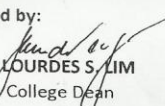
TIME	MON	TUE	WED	THU	FRI	SAT	SUN
7:00 - 7:30							
7:30 - 8:00							
8:00-8:30	PE2	MS2					
8:30-9:00	(Rhythmic	(Rizal's					
9:00-9:30	Activities)	life, works &					
9:30-10:00	Mr. Oliquino	writings)					
10:00-10:30		Dr. Cruz					
10:30-11:00							
11:00-11:30							
11:30-12:00							
12:00-12:30							
12:30-1:00	GEHum2	ICT2	GELit1			NSTP2	
1:00-1:30	(Social	(Computer	(Philippine			(National Service	
1:30-2:00	Philosophy)	Application)	Literature)			Training Program	
2:00-2:30	Mr. Cervantes	Mr. W. Santos	Dr. Baccay			2 w/ Peace	
2:30-3:00						Education) Fr.	
3:00-3:30						Alvin	
3:30-4:00	GEEng2						
4:00-4:30	(Reading &		GEMath2		GEFIL2		
4:30-5:00	Writing in the		(Plane & Spherical		(Pagbasa at		
5:00-5:30	Discipline)		Trigonometry)		Pagsulat Tungo		
5:30-6:00	Ms. Regania		Mr. Aquino		sa Pananaliksik)		
6:00-6:30					Mrs. Y. Delos		
6:30-7:00					Santos		
7:00-7:30			GES52				
7:30-8:00			(Society & Culture		GENSCI2		
8:00-8:30			w/ family		(Physical		
8:30-9:00			planning, Peace		Science)		
			Educ./Anti-		Mr. De		
			Smoking)		Guzman		
			Mrs. Z. Santos				

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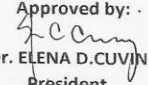
Prepared by:


Prof. ERNESTO R. MATEO
 Program Head-Education

Noted by:


Dr. LOURDES S. LIM
 College Dean

Approved by:


Dr. ELENA D. CUVIN
 President

Appendix B



MARIANO QUINTO ALARILLA POLYTECHNIC COLLEGE

City of Meycauayan, Bulacan



BACHELOR OF SECONDARY EDUCATION (Major in English) CLASS SCHEDULE for 2ND Semester, A.Y. 2010-2011 BSE 1C

TIME	MON	TUE	WED	THU	FRI	SAT	SUN
7:00 - 7:30							
7:30 - 8:00							
8:00-8:30							
8:30-9:00		GELit1 (Philippine Literature) Dr. Baccay				NSTP2 (National Service Training Program 2 w/ Peace Education) Fr. Alvin	
9:00-9:30							
9:30-10:00							
10:00-10:30							
10:30-11:00							
11:00-11:30							
11:30-12:00							
12:00-12:30							
12:30-1:00		GEHum2 (Social Philosophy) Mr. Cervantes		PE2 (Rhythmic Activities) Mr. Velasco	MS2 (Rizal's life, works & writings) Dr. Cruz	GEFIL2 (Pagbasal at Pagsulat Tungo sa Pananaliksik) Mrs. Tubongbanua	
1:00-1:30							
1:30-2:00							
2:00-2:30							
2:30-3:00							
3:00-3:30							
3:30-4:00		ICT2 (Computer Application) Mr. W. Santos		GE Math2 (Plane & Spherical Trigonometry) Mr. Aquino	GE Eng2 (Reading & Writing in the Discipline) Ms. Regania	GE SS2 (Society & Culture w/ family planning, Peace Educ./Anti-Smoking) Mrs. Z. Santos	
4:00-4:30							
4:30-5:00							
5:00-5:30							
5:30-6:00							
6:00-6:30							
6:30-7:00				GENSCI2 (Physical Science) Mr. De Guzman			
7:00-7:30							
7:30-8:00							
8:00-8:30							
8:30-9:00							

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Prepared by:

Ernesto R. Mateo
Prof. ERNESTO R. MATEO
Program Head-Education

Noted by:

Lourdes S. Lim
DR. LOURDES S. LIM
College Dean

Approved by:

Elena D. Cuvín
DR. ELENA D. CUVÍN
President

Appendix B



MARIANO QUINTO ALARILLA POLYTECHNIC COLLEGE
City of Meycauayan, Bulacan



ELECTRICAL ENGINEERING TECHNOLOGY 1
ELECTRONICS & COMMUNICATION ENGINEERING TECHNOLOGY1

CLASS SCHEDULE for 2nd Semester, A.Y. 2010-2011

EET1/ECET1

TIME	MON	TUE	WED	THU	FRI	SAT	SUN
7:00 - 7:30							
7:30 - 8:00							
8:00-8:30	ET121						
8:30-9:00							
9:00-9:30							
9:30-10:00							
10:00-10:30							
10:30-11:00	EL121	PE121			Math 122	Math 121	
11:00-11:30	Latagan	Amponin			Morante	Latagan	
11:30-12:00							
12:00-12:30							
12:30-1:00							
1:00-1:30							
1:30-2:00						ET121	
2:00-2:30							
2:30-3:00	ET121	SS121		NSTP			
3:00-3:30		Doctor		Vytingco			
3:30-4:00							
4:00-4:30							
4:30-5:00	EL121				Eng 121	EL121	
5:00-5:30	Latagan			CAD121	Mateo	Latagan	
5:30-6:00				Rubio			
6:00-6:30		FIL121					
6:30-7:00		Tubongba					
7:00-7:30		nua					
7:30-8:00	Math 103						
8:00-8:30	Bantigue						
8:30-9:00							

* Changing of Class Schedules and Room Assignments without approval is strictly prohibited.

Prepared by:

Noel Andrew L. Alegre
Tech Course Dept

Noted by:

Dr. Lourdes Lim
College Dean

Approved by:

Dr. Elena DC. Cuvin
President

Appendix B



MARIANO QUINTO ALARILLA POLYTECHNIC COLLEGE
City of Meycauayan, Bulacan



ELECTRICAL ENGINEERING TECHNOLOGY 1
ELECTRONICS & COMMUNICATION ENGINEERING TECHNOLOGY1

CLASS SCHEDULE for 2nd Semester, A.Y. 2010-2011
EET1/ECET1

TIME	MON	TUE	WED	THU	FRI	SAT	SUN
7:00 - 7:30							
7:30 - 8:00							
8:00-8:30	ET121						
8:30-9:00							
9:00-9:30							
9:30-10:00							
10:00-10:30	EL121 Latagan						
10:30-11:00		PE121 Amponin			Math 122 Morante	Math 121 Latagan	
11:00-11:30							
11:30-12:00							
12:00-12:30							
12:30-1:00							
1:00-1:30						ET121	
1:30-2:00							
2:00-2:30	ET121	SS121 Doctor		NSTP Vytingco			
2:30-3:00							
3:00-3:30	EL121 Latagan						
3:30-4:00						EL121 Latagan	
4:00-4:30					Eng 121 Mateo		
4:30-5:00				CAD121 Rubio			
5:00-5:30							
5:30-6:00		FIL121 Tubongbana					
6:00-6:30							
6:30-7:00							
7:00-7:30							
7:30-8:00	Math 103 Bantigue						
8:00-8:30							
8:30-9:00							

* Changing of Class Schedules and Room Assignments without approval is strictly prohibited.

Prepared by:

Noel Andrew L. Alegre
Tech Course Dept

Noted by:

Dr. Lourdes Lim
College Dean

Approved by:

Dr. Elena DC. Cuvin
President

Appendix B



MARIANO QUINTO ALARILLA POLYTECHNIC COLLEGE
City of Meycauayan, Bulacan



COMPUTER ENGINEERING TECHNOLOGY 1

CLASS SCHEDULE for 2nd Semester, SY 2010-2011 CoET IB

TIME	MON	TUE	WED	THU	FRI	SAT	SUN
7:00 - 7:30							
7:30 - 8:00							
8:00-8:30	CoET 121		CoET 121		CoET 121		
8:30-9:00	R. Santos		R. Santos		R. Santos		
9:00-9:30				NSTP			
9:30-10:00				Vytingco			
10:00-10:30	CoET 121L	ENG121	CoET 121L		CoET 121L		
10:30-11:00	R. Santos	Origen	R. Santos		R. Santos		
11:00-11:30							
11:30-12:00							
12:00-12:30							
12:30-1:00							
1:00-1:30							
1:30-2:00							
2:00-2:30		DRAW		Comp 121			
2:30-3:00		121 Rubio		Montes			
3:00-3:30			CHEM 121				
3:30-4:00			Morante				
4:00-4:30					Math 122		
4:30-5:00		PE121			Alegre		
5:00-5:30		Amponin					
5:30-6:00							
6:00-6:30	FIL121		Math 121				
6:30-7:00	Tubongba		Morante				
7:00-7:30	nua				CHEM 121		
7:30-8:00					Morante		
8:00-8:30							
8:30-9:00							

* Changing of Class Schedules and Room Assignments without approval is strictly prohibited.

Prepared by:

Noel Andrew L. Alegre
Tech Course Dept

Noted by:

Dr. Lourdes Lim
College Dean

Approved by:

Dr. Elena DC. Cuyin
President

Appendix C

PART I PERSONOLOGICAL VARIABLE PROFILE SHEET

Part I.

PERSONOLOGICAL VARIABLE PROFILE SHEET

Directions: Please respond to the question honestly and conscientiously by writing or checking the appropriate box of your answer.

1. Name _____ 2. Sex Male ☐ Female ☒
- (Optional)
3. Course ☐ HRM ☐ ECET ☐ ESET ☐ EET ☒ BSE Others _____
4. Age _____ 5. Date of Birth _____
6. Civil Status ☒ Single ☐ Married ☐ Separated
7. Were you born in Meycauayan? ☒ Yes ☐ No
8. Do you currently live in Meycauayan? ☐ Yes ☐ No
9. Are you living together with both your father and mother? ☒ Yes ☐ No
10. Do you live with your mother only? ☐ Yes ☐ No
11. Do you live with your father only? ☐ Yes ☐ No
12. Is your mother employed? ☐ Yes ☒ No
13. If YES, how much does she earn in a day? ☐ Less than P 100.00
☐ P 100.00 – 300.00
☐ P 300.00 – 400.00
14. Is your father employed? ☐ Yes ☐ No
15. If YES, how much does he earn in a day? ☐ Less than P 100.00
☐ P 100.00 – 300.00
☐ P 300.00 – 400.00
17. How many brothers do you have? ☐ 1 ☐ 2 ☐ 3 ☐ 4
☐ more than 5
18. How many sisters do you have? ☐ 1 ☒ 2 ☐ 3 ☐ 4
☐ more than 5

Appendix D

Part II SEXUAL AWARENESS QUESTIONNAIRE

INSTRUCTIONS: The items listed below refer to the sexual aspects of people's lives. Please read each item carefully and rate how much it applies to you by using the following scale. Put a check in the appropriate box.

A = Not at all characteristic of me

B = Slightly characteristic of me

C = Somewhat characteristic of me

D = Moderately characteristic of me

E = Very characteristic of me

	A	B	C	D	E	Score
1. I am very aware of my sexual feelings.						
2. I wonder whether others think I'm sexy.						
3. I'm assertive about the sexual aspects of my life.						
4. I'm very aware of my sexual motivations.						

5. I'm concerned about the sexual appearance of my body.						
6. I'm not very direct about voicing my sexual desires.						
7. I'm always trying to understand my sexual feelings.						
8. I know immediately when others consider me sexy.						
9. I am somewhat passive about expressing my sexual desires.						
10. I'm very alert to changes in my sexual desires.						
11. I am quick to sense whether others think I'm sexy.						
12. I do not hesitate to ask for what I want in a sexual relationship.						
13. I am very aware of my sexual tendencies.						

14. I usually worry about making a good sexual impression on others.						
15. I'm the type of person who insists on having my sexual needs met.						
16. I think about my sexual motivations more than most people do.						
17. I'm concerned about what other people think of my sex appeal.						
18. When it comes to sex, I usually say what I want to my partner.						
19. I reflect about my sexual desires a lot.						
20. I never seem to know when I'm turning others on.						
21. If I were sexually interested in someone, I'd let that person know.						
22. I'm very aware of the way my mind works when I'm sexually aroused.						

23. I rarely think about my sex appeal.						
24. If I were to have sex with someone, I'd tell my partner what I like.						
25. I know what turns me on sexually.						
26. I don't care what others think of my sexuality.						
27. I don't let others tell me how to run my sex life.						
28. I rarely think about the sexual aspects of my life.						
29. I know when others think I'm sexy.						
30. If I were to have sex with someone, I'd let my partner take the initiative.						
31. I don't think about my sexuality very much.						
32. Other people's opinions of my sexuality						

don't matter very much to me.						
33. I would ask about sexually-transmitted diseases before having sex with someone.						
34. I don't consider myself a very sexual person.						
35. When I'm with others, I want to look sexy.						
36. I will practice "safe sex".						

Appendix E



Philippine Normal University
The National Center for Teacher Education
EDUCATIONAL POLICY RESEARCH AND DEVELOPMENT CENTER (EPRDC)
Email: eprdc@pnu.edu.ph Tel/Fax: (02) 527-0366

CERTIFICATION

This is to certify that the special project of ELANOR O. BAYTEN entitled "*Personological Variables as Related to the Four Personality Tendencies Associated with Sexual Awareness of First Year Students of a Polytechnic College in Bulacan*" **passed** the authenticity test performed by the Center on October 30, 2013, using the Anti-Plagiarism software of the university.


WILMA S. REYES, Ph.D.
Director

PNU OR No: 92268
UCRSS CN: 2013-0224
Student No: G20041849

Appendix F

This is to certify that I have edited the special project entitled “ **Personological Variables as Related to the Four Personality Tendencies Associated with Sexual Awareness of First Year Students of a Polytechnic College in Bulacan**” of Elanor O. Bayten, MAT with specialization in School Psychology.


JENNIE V. JOCCSON, Ph.D.

Appendix G

BAYTEN, ELANOR O.



Contact Details

Address : Blk. 162 Lt. 13, Ph. St. Rita, Deca Homes, Loma De, Gato,
Marilao, Bulacan, Marilao, 3018, Central Luzon, Philippines

Telephone No. : 527-0367

Mobile No. : 09062455742

Email : elanorbayten@yahoo.com

Educational Background

Graduate Studies : **Philippine Normal University**
Master of Education with specialization in School
Psychology

Tertiary : **Philippine Normal University**
Taft Avenue, Manila
March 23, 1999
Bachelor of Science in Education major in Values
Education (Cum Laude)

Secondary : **Malabon Municipal High School (Tinajeros Annex)**
Malabon City
April 4, 1995
4th Honorable Mention

Elementary : **Potrero Elementary School**
Malabon City
March, 1991
1st Honorable Mention

Personal Particulars

Age : 35 years
 Date of Birth : 4 July 1978
 Nationality : Philippines
 Gender : Female
 Marital Status : Married

Qualification

Qualification : Licensure Exam for Teachers passer
 Field of Study : Education/Teaching/Training
 Major : Bachelor of Secondary Education major in Values Education
 Institute/University : Philippine Normal University, Philippines
 Graduation Date : 1999

Employment History

Experience Level : Total 13 Year(s) of Experience
 Company Name : La Cabecera de Montessori
 Position Title : Principal
 Duration : May 2010 - Apr 2013
 Monthly Salary : PHP 25,000

Company Name : Mariano Quinto Alarilla Polytechnic College
Position Title : Part-time Instructor
Duration : June 2008 - 2011
Salary : PHP 250/hr.

Company Name : Montessori de Sto. Nino of Meycauayan
Position Title : Assistant Principal - High School Department
Duration : May 2009 - Apr 2010
Monthly Salary : PHP 18000

Company Name : Integrated School of Montessori
Position Title : Principal - CASA/Primary Department
Duration : June 2007- Apr 2009
Monthly Salary : PHP 18000

Company Name : Integrated School of Montessori
Position Title : Asst. Principal - CASA/Primary Department
Duration : June 2006- Apr 2007
Monthly Salary : PHP 15000

Company Name : Integrated School of Montessori
Position Title : Guidance Counselor – High School Department
(June 1999- April 2006)
: Values Education Teacher (1999-2000)
: Asian History (2001-2002)
: Science VI (2002-2003)
Monthly Salary : PHP 10000

Skills

Skill	Years	Proficiency
MS Word	10	High

Languages

Language	Spoken	Written
English	yes	yes
Filipino	yes	yes

Character Reference

Ms. Josefina V. Santiago

President
La Cabecera De Montessori, Inc.
Malabon City
Tel. # 02-283-5793

Luciana B. Agapito

Administrator
I.S. Montessori
Igulot, Bocaue, Bulacan
(044)692-3313

I hereby certify that all information are true and correct.

ELANOR O. BAYTEN