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Teachers' Concerns and Teaching Practices in Pre-School Sexual Education: A Study in Early Childhood Education Context

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ABSTRACT

The implementation of sex education in early childhood is crucial in addressing the increasing risk of sexual abuse among children. This study aimed to identify the level of teachers' concern and teaching and learning (PdP) practices related to sex education among preschool teachers under the Ministry of Education Malaysia in Negeri Sembilan. A quantitative research design was employed using a questionnaire distributed to 299 preschool teachers. Data were analysed using descriptive statistics (mean and standard deviation) and inferential statistics, including t-tests and one-way ANOVA. The findings indicated that teachers demonstrated a high level of concern ($M = 4.82$, $SD = 1.09$), while the level of PdP practices was moderate ($M = 3.79$, $SD = 0.86$). Significant differences were found in teachers' concern based on gender, age, academic qualifications, and training experience ($p < 0.05$). Similarly, PdP practices differed significantly based on academic qualifications, teaching experience, and training attended. The study highlights the need for targeted training and structured teaching modules to enhance teachers' competence in implementing effective sex education in early childhood settings.

1. Introduction

In the era of globalization and rapid digital advancement, concerns regarding child safety have become increasingly prominent among society and education policymakers. Recent global evidence highlights a worrying prevalence of sexual violence against children, underscoring their vulnerability to abuse and exploitation. Reports by the United Nations Children's Fund [20] and the World Health Organization [25] estimate that millions of children worldwide experience some form of sexual abuse before the age of 18. This alarming trend emphasizes the urgent need for early preventive interventions through education. Developmentally appropriate sexual education at the preschool level is increasingly recognized as a critical approach to equipping children with essential knowledge of body awareness, personal boundaries, and self-protection skills [6,24].

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Despite its importance, the implementation of sexual education in early childhood settings—particularly in Malaysia—remains a significant challenge. Cultural norms and societal values often regard discussions related to sexuality as sensitive or inappropriate for young children. Empirical studies indicate that such perceptions contribute to discomfort among both parents and educators, limiting open and effective communication about sexual education [1,11]. As a result, children may lack access to accurate and structured information, increasing their vulnerability to misinformation from informal sources.

Preschool teachers play a crucial role as key agents in delivering structured and accurate knowledge aligned with the National Preschool Standard Curriculum [13]. However, previous studies reveal a gap between teachers' awareness of the importance of sexual education and their actual classroom practices. While teachers often demonstrate a high level of concern regarding the topic, their instructional practices tend to remain moderate. This is largely due to factors such as limited professional training, insufficient teaching resources, and lack of confidence in addressing sensitive issues [5,22]. This discrepancy suggests that awareness alone is insufficient to ensure effective implementation.

This study adopts the Concerns-Based Adoption Model (CBAM) developed by Hall and Hord [9] as its conceptual framework. The CBAM model provides a systematic approach to understanding how educators respond to educational innovations by examining their stages of concern and levels of use. It is particularly relevant in exploring how teachers adapt to the integration of sexual education within early childhood education settings.

Although previous studies have examined teachers' perceptions of sexual education, there is still limited empirical evidence on the relationship between teachers' level of concern and their actual teaching practices, especially within the Malaysian preschool context. Therefore, this study aims to address this gap by investigating both variables simultaneously among preschool teachers under the Ministry of Education Malaysia in Negeri Sembilan. The findings are expected to provide valuable insights for policymakers and educators in designing targeted professional development programs and enhancing the effectiveness of sexual education implementation in early childhood education.

2. Literature Review

2.1 Concept and Importance of Sex Education in Preschool

Sex education is widely defined as a lifelong process that involves acquiring knowledge, as well as developing attitudes, beliefs, and values related to identity, relationships, and personal well-being. According to UNESCO [19], comprehensive sexuality education (CSE) encompasses cognitive, emotional, physical, and social aspects of human development, enabling individuals to make informed decisions about their well-being and interpersonal relationships. At the preschool level, sexuality education focuses on foundational concepts such as body awareness, personal boundaries, respect, and safety, rather than explicit sexual content.

In early childhood education, sex education serves as an important preventive mechanism in safeguarding children from risks such as sexual abuse and exploitation. The World Health Organization [25] emphasizes that early exposure to age-appropriate knowledge helps children recognize their body parts, differentiate between safe and unsafe touch, and develop the confidence to report inappropriate behavior. This early intervention is crucial in strengthening children's self-protection skills and promoting their overall well-being.

Globally, there is increasing recognition of the importance of early intervention through formal education systems to address the rising incidence of child sexual abuse. UNICEF [20] highlights that preventive education plays a key role in reducing children's vulnerability by equipping them with

essential life skills and awareness. Furthermore, research by Goldman [7] suggests that early childhood sexuality education not only enhances children's safety but also contributes to their socio-emotional development, including self-esteem, communication skills, and respect for others.

Therefore, the integration of structured and developmentally appropriate sex education within preschool curricula is essential. It ensures that children are provided with accurate, age-appropriate knowledge in a safe and guided environment, reducing reliance on informal or potentially harmful sources of information. This approach aligns with global educational recommendations that advocate for early, continuous, and contextually appropriate sexuality education as a fundamental component of child protection and holistic development.

2.2 Theoretical Framework: Concerns-Based Adoption Model (CBAM)

This study is grounded in the Concerns-Based Adoption Model (CBAM), originally developed by Gene E. Hall and Shirley M. Hord [9], which is widely used to assess teachers' readiness, perceptions, and concerns when implementing educational innovations. The CBAM framework conceptualizes change as a developmental process experienced by individuals, particularly educators, rather than as a one-time event [9]. It provides a systematic approach to understanding how teachers respond to new initiatives such as curriculum reforms or instructional innovations.

A key component of CBAM is the Stages of Concern (SoC), which consist of seven levels ranging from Level 0 (Awareness) to Level 6 (Refocusing). These stages represent the progression of teachers' thoughts, feelings, and engagement with an innovation. At the lower levels, teachers may have limited awareness or involvement, whereas higher levels reflect increased collaboration, refinement, and critical evaluation of the innovation [9,10].

The relevance of CBAM in this study lies in its emphasis on the dynamic and evolving nature of educational change. The implementation of new curriculum components, such as sex education in preschool settings, is not a static process but involves gradual development in teachers' knowledge, emotional readiness, and instructional competence. According to Hall *et al.*, [10], teachers' concerns significantly influence their level of use and effectiveness in implementing new practices, as unresolved concerns may hinder adoption and reduce instructional quality.

In this study, teachers' levels of concern are treated as a key factor influencing the implementation of teaching and learning practices (PdP). By applying the CBAM framework, this study seeks to examine how variations in teachers' concerns relate to their actual classroom practices. This approach allows for a deeper understanding of the gap between awareness and implementation, providing valuable insights into factors that may facilitate or impede effective adoption of sex education in early childhood education.

2.3 Teaching and Learning Practices (PdP) of Sex Education

Effective teaching and learning (PdP) practices in preschool sex education require the use of developmentally appropriate, interactive, and child-centered pedagogical strategies. In early childhood contexts, sexuality education is typically delivered through indirect and experiential approaches rather than formal instruction. Recommended methods include the use of illustrated storybooks, role-playing, guided discussions, drama, and scenario-based learning activities that help children understand personal safety and social boundaries in meaningful ways [18,24].

These approaches are aligned with constructivist learning principles, where young children actively construct knowledge through play, interaction, and real-life experiences. According to UNESCO [18], effective sexuality education at the early childhood level should emphasize the

development of foundational life skills such as communication, emotional awareness, respect for others, and self-protection, rather than focusing solely on biological or anatomical content.

However, existing research continues to highlight a gap between recommended pedagogical approaches and actual classroom practices. Studies indicate that many teachers tend to focus on general safety messages, such as “good touch” and “bad touch,” while avoiding more comprehensive explanations due to discomfort, limited training, and perceived cultural sensitivities [19,24]. This limitation may reduce the depth, accuracy, and overall effectiveness of the content delivered to children.

Furthermore, socio-cultural norms play a significant role in shaping teaching practices. In many contexts, including Malaysia, discussions related to sexuality are often considered sensitive or taboo, which affects teachers’ confidence and willingness to engage in open discussions. This cultural influence contributes to inconsistencies in implementation, where teaching practices vary depending on individual teacher readiness and contextual constraints [19].

In this study, teaching and learning practices (PdP) of sex education are conceptualized as the dependent variable, influenced by teachers’ levels of concern and readiness. Understanding this relationship is essential for identifying factors that contribute to either effective or limited implementation of sexuality education in preschool settings.

2.4 Sex Education in the Context of Current Educational Transformation

Malaysia’s education system is undergoing significant transformation through the introduction of the Rancangan Pendidikan Malaysia 2026–2035 by the Ministry of Education Malaysia [14]. This plan, officially launched in 2026, serves as a comprehensive roadmap to strengthen the resilience, quality, and inclusivity of the national education system in response to post-pandemic challenges and future global demands. The plan emphasizes holistic student development, including academic excellence, socio-emotional well-being, digital competence, and ethical values, reflecting a shift towards producing balanced and future-ready individuals.

This transformation is further reinforced through curriculum reforms such as the introduction of School Curriculum 2027, which integrates life skills, values education, and socio-emotional learning elements at all levels of schooling. Within this evolving framework, sex education is increasingly acknowledged as an essential component of holistic education, particularly in promoting personal safety, emotional intelligence, and responsible decision-making among children.

At the preschool level, the National Preschool Standard Curriculum (KSPK) continues to embed foundational elements related to self-awareness, body safety, and interpersonal respect. Although sex education is not explicitly labelled as a standalone subject, its core principles are integrated across learning domains, aligning with the broader goals of national education transformation.

From a global perspective, organizations such as the World Bank [23] and UNESCO [19] highlight the increasing importance of equipping learners with life skills, digital literacy, and socio-emotional competencies to navigate complex modern environments. These global directions are consistent with Malaysia’s policy shift under RPM 2026–2035, particularly in emphasizing safe, inclusive, and future-oriented learning environments.

In line with these developments, the implementation of effective teaching and learning practices (PdP) for sensitive topics such as sex education requires structured guidance, appropriate pedagogical strategies, and professional teacher readiness. Therefore, examining teachers’ concerns and readiness becomes crucial in understanding how these policy aspirations are translated into actual classroom practices.

2.5 Research Gap and Professional Training Needs

Despite increasing recognition of the importance of early sex education, significant gaps remain in both research and practical implementation. UNESCO [19], through its International Technical Guidance on Sexuality Education, emphasizes the need for structured, evidence-based, and age-appropriate approaches to ensure the effectiveness of sexuality education programs. However, translating these guidelines into actual classroom practice remains a persistent challenge across educational contexts.

Empirical evidence consistently highlights a lack of adequate professional training among teachers delivering sexuality education. Studies have shown that many educators receive limited or outdated training, which negatively affects their confidence, content knowledge, and pedagogical skills [6,16]. Without continuous professional development, teachers may feel unprepared to address sensitive topics, leading to avoidance, superficial coverage, or inconsistent delivery of key concepts.

This issue is particularly critical in early childhood education, where teaching approaches must be developmentally appropriate, carefully structured, and supported by clear guidelines. Research indicates that teacher preparedness is a key determinant of effective classroom implementation, especially for sensitive and value-laden topics such as sex education [2,18]. Inadequate training not only limits instructional quality but may also compromise the accuracy and comprehensiveness of the information delivered.

Furthermore, existing literature has largely focused on general perceptions, attitudes, or barriers related to sex education, with limited emphasis on examining the direct relationship between teachers' concerns and their actual teaching and learning practices (PdP). This represents a critical research gap, particularly within the preschool context, where empirical evidence remains scarce and fragmented.

Therefore, this study seeks to address this gap by examining the relationship between teachers' levels of concern (Independent Variable) and their teaching and learning practices (Dependent Variable) in preschool sex education. Understanding this relationship is essential for designing targeted interventions, developing effective professional training programs, and strengthening instructional practices. The findings are expected to contribute empirical evidence that can inform the development of standardized teaching modules aligned with the National Preschool Standard Curriculum (KSPK), as well as support policy initiatives aimed at enhancing teacher readiness and improving the overall quality and consistency of sex education in early childhood settings.

3. Methodology

3.1 Respondents

The target population for this study consisted of 299 preschool teachers. Given that the population size was relatively small, well-defined, and accessible, this study employed a census sampling technique, whereby all members of the population were included as respondents.

The use of census sampling is appropriate when the population size is manageable, as it allows the researcher to collect data from every individual within the population, thereby eliminating sampling error and minimizing potential bias [3,4]. This approach enhances the representativeness of the data and strengthens the internal validity of the study.

In addition, census sampling increases the generalizability of the findings within the defined population, as the data reflects the actual characteristics, perceptions, and practices of all preschool teachers involved in the study [17]. This is particularly important in educational research, where

variations in teaching experience, training background, and institutional context may influence study outcomes.

Furthermore, employing a census approach ensures a more comprehensive understanding of teachers' concerns and their teaching and learning (PdP) practices in sex education. By including all respondents, the study is able to provide a complete and accurate representation of the phenomenon under investigation, thereby increasing the robustness and credibility of the findings.

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3.3 Instruments

Data for this study were collected using a structured questionnaire. The instrument was developed based on established theoretical frameworks and previous empirical studies, particularly the Concerns-Based Adoption Model (CBAM) introduced by Gene E. Hall and Shirley M. Hord [9].

The questionnaire consisted of three main sections:

- Section A: Demographic information of respondents (e.g., age, teaching experience, academic qualification)
- Section B: Teachers' level of concern regarding sex education, measured based on the seven stages of concern in the CBAM model
- Section C: Teaching and learning (PdP) practices of sex education in preschool settings

All items were measured using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The Likert scale is widely used in educational research to measure attitudes, perceptions, and practices in a standardized and reliable manner [4,12].

Sample items included:

- "I am concerned about my ability to teach sex education effectively."
- "I use interactive teaching methods such as role-play when teaching personal safety."
- "I require more training to confidently deliver sex education content."

To ensure content validity, the questionnaire was reviewed by a panel of experts in early childhood education and educational research. Their feedback was used to refine the wording, structure, and relevance of the items to ensure alignment with the study objectives [4].

Construct validity was established through alignment with the CBAM theoretical framework, which provides a validated structure for assessing teachers' stages of concern. In addition, a pilot study was conducted to evaluate the clarity, suitability, and comprehensibility of the instrument prior to the main data collection.

The reliability of the instrument was assessed using Cronbach's Alpha coefficient. The results indicated acceptable levels of internal consistency, with values exceeding the recommended threshold of 0.70, demonstrating that the instrument is reliable for measuring the constructs in this study [8,15].

Overall, the instrument was found to be valid and reliable, making it suitable for examining the relationship between teachers' concerns and their teaching and learning (PdP) practices in preschool sex education.

3.4 Data Analysis

Data for this study were collected through face-to-face administration during preschool teachers' meeting sessions across six districts in Negeri Sembilan. Prior to data collection, official permission was obtained from relevant authorities, including the Ministry of Education Malaysia and the respective district education offices. Respondents were informed about the purpose of the study, and their informed consent was obtained before participation.

The use of face-to-face distribution was advantageous in ensuring a high response rate and enhancing data accuracy, as it allowed the researcher to provide immediate clarification on any ambiguities related to the questionnaire items [3]. This method is widely recommended in survey research, particularly when dealing with structured instruments and specific respondent groups.

The collected data were analysed using the IBM SPSS Statistics version 20. Descriptive statistical analyses, including frequency, percentage, mean, and standard deviation, were used to summarize respondents' demographic profiles, as well as to determine the levels of teachers' concerns and teaching and learning (PdP) practices in sex education. Descriptive statistics are appropriate for providing an overall picture of the data and identifying general trends within the sample [4].

Inferential statistical analyses were conducted to address the research objectives and examine differences between groups. An independent samples t-test was used to determine differences in study variables based on binary demographic factors (e.g., gender), while one-way analysis of variance (ANOVA) was employed to examine differences across variables with more than two groups (e.g., teaching experience and training background). These statistical techniques are commonly used in educational research to compare group means and identify significant differences [8].

Where statistically significant differences were identified, post hoc tests such as Tukey's Honestly Significant Difference (HSD) were conducted to determine the specific group differences. This procedure helps control Type I error and provides a more detailed interpretation of group comparisons [8].

Overall, the combination of descriptive and inferential statistical analyses enabled a comprehensive examination of the data, allowing the researcher to accurately interpret the levels of teachers' concerns and their PdP practices, as well as to identify significant differences across relevant demographic variables as shown in Table 1.

Table 1

Research objectives and data analysis techniques

Research Objective	Data Analysis Technique
To determine the intensity of concern and the level of PdP practice of preschool teachers towards sex education	Mean and Standard Deviation
Identify significant differences in the level of concern and practice of PdP based on demographic factors (gender, age, qualifications, district, teaching experience) and training experience.	T-test and One-way ANOVA.

4. Results

4.1 Demographic Profile of Respondents

Table 2 presents the demographic profile of the 299 respondents involved in this study. Overall, most respondents were female teachers, comprising 272 individuals (91.0%), while male teachers accounted for only 27 individuals (9.0%) of the total sample. In terms of age distribution, the largest proportion of respondents was within the 31 to 39 years age group, representing 157 individuals (52.5%). This was followed by respondents aged 40 years and above, accounting for 28.4% of the sample. Regarding marital status, the findings indicate that most respondents were married, totalling 282 individuals (94.3%). From the perspective of academic qualifications, most respondents possessed a bachelor's degree, comprising 193 individuals (64.5%), while 73 respondents (24.4%) held a Diploma qualification. This indicates that most preschool teachers in this study are academically qualified at the undergraduate level.

In terms of teaching experience, the largest group consisted of teachers with 5 to 10 years of experience, totalling 111 individuals (37.1%). This was followed by teachers with less than 5 years of experience, accounting for 31.1% of the sample. These findings suggest that a substantial proportion of respondents are relatively early in their professional careers. Furthermore, the distribution of respondents by district shows that the highest proportion served in the Seremban district (35.1%), followed by Jempol/Jelebu (20.7%) and Tampin (13.7%). This distribution reflects the demographic composition and concentration of preschool teachers under the Ministry of Education Malaysia across the six major districts in Negeri Sembilan.

Table 2

Demographic profile of respondents (N = 51)

Gender	Male	27	9.0
	Female	272	91.0
Age	25 years and below	4	1.3
	26–30 years	53	17.7
	31–39 years	157	52.5
	40 years and above	85	28.4
Teaching Experience	5 years and below	93	31.1
	5–10 years	111	37.1
	11–15 years	66	22.1
	15 years and above	29	9.7
Academic Qualification	Diploma	73	24.4
	Bachelor's Degree	193	64.5
	Master	8	2.7
	Other Certificates	25	8.4

Table 2 (Continued)

Gender	Male	27	9.0
	Female	272	91.0
Age	25 years and below	4	1.3
	26–30 years	53	17.7
	31–39 years	157	52.5
	40 years and above	85	28.4
Teaching Experience	5 years and below	93	31.1
	5–10 years	111	37.1
	11–15 years	66	22.1
	15 years and above	29	9.7
Academic Qualification	Diploma	73	24.4
	Bachelor's Degree	193	64.5
	Master	8	2.7
	Other Certificates	25	8.4
School Location (District)	Seremban	105	35.1
	Jempol Jelebu	62	20.7
	Tampin	41	13.7
	Kuala Pilah	38	12.7
	Port Dickson	30	10.0
	Rembau	23	7.7
Marital Status	Single	14	4.7
	Married	282	94.3
	Widow	3	1.0

4.2 Level of Intensity of Concern and Practises in PdP

Table 3 presents the level of intensity of concern and teaching and learning (PdP) practices among preschool teachers in the context of sex education. The findings indicate that the level of intensity of concern recorded a high mean score ($M = 4.82$, $SD = 1.09$), suggesting that teachers generally exhibit a strong level of awareness, sensitivity, and concern regarding the implementation of sex education in preschool settings.

This high level of concern may reflect teachers' recognition of the importance of sex education as well as their awareness of the challenges and responsibilities involved in delivering such content. It also indicates that teachers are cognitively and emotionally engaged with the issue, which is a critical factor in the successful adoption of educational innovations.

In contrast, the level of PdP practices was found to be at a moderate level ($M = 3.79$, $SD = 0.86$). This suggests that while teachers demonstrate considerable concern, the actual implementation of effective teaching practices related to sex education is not yet optimal. The moderate level of practice may be influenced by several factors, including limited training, lack of instructional resources, and socio-cultural constraints that may hinder open discussion of sexuality-related topics.

The discrepancy between the high level of concern and moderate level of practice highlights a significant gap between teachers' awareness and their instructional execution. This finding implies that although teachers acknowledge the importance of sex education, they may lack the necessary pedagogical skills, confidence, or institutional support to implement it effectively in the classroom.

Therefore, this result underscores the need for targeted professional development programs, structured teaching modules, and continuous support to bridge the gap between concern and practice, ultimately enhancing the quality of sex education delivery in preschool education.

Table 3

Level of intensity and practises in PdP

Variable	Mean	SD	Interpretation
Level of Intensity of Concern	4.82	1.09	High
Level of Practises in PdP	3.79	0.86	Moderate

4.3 Significant Differences in the Level of Concern and Practice of PdP based on Demographic Factors (Gender, Age, Qualifications, Teaching Experience) and Training Experience

Table 4 shows the analysis revealed significant differences in the level of concern and teaching and learning (PdP) practices of sex education based on selected demographic factors and training experience.

In terms of gender, a significant difference was found in the level of concern, with male teachers demonstrating a higher level of concern compared to female teachers. However, no significant difference was observed in PdP practices based on gender. This finding suggests that although male teachers may exhibit greater concern, it does not necessarily translate into differences in instructional practices.

With respect to age, the results indicated significant differences in both the level of concern and PdP practices. Teachers aged between 26 and 30 years record higher levels of concern and more active PdP practices compared to other age groups. This may reflect greater exposure to recent educational training or higher adaptability to contemporary teaching approaches among younger educators.

Similarly, academic qualification was found to significantly influence both concern and PdP practices. Teachers holding a bachelor's degree demonstrated higher levels of concern and more effective PdP practices compared to those with lower qualifications. This suggests that higher academic attainment may contribute to better understanding and implementation of sex education content.

In terms of teaching experience, significant differences were also observed. Teachers with less than five years of experience reported the highest levels of concern and PdP practices. This finding indicates that less experienced teachers may be more motivated, receptive to new knowledge, and willing to adopt innovative teaching strategies.

Furthermore, training experience had a significant effect on both variables. Interestingly, teachers who had never attended training related to sex education reported higher levels of concern, while training experience significantly influenced PdP practices. This may imply that lack of formal training increases uncertainty and concern among teachers, while those who have received training are better equipped to translate knowledge into effective classroom practices.

Overall, these findings demonstrate that demographic characteristics and professional background play an important role in shaping both teachers' concerns and their PdP practices. The presence of significant differences highlights the need for differentiated professional development programs tailored to specific groups of teachers to ensure more consistent and effective implementation of sex education in preschool settings.

Table 4

Significant differences in the level of concern and practice of PdP based on demographic factors (gender, age, qualifications, teaching experience) and training experience

Demography	Concern	Practices
Gender	Significant (male highest)	Insignificant
Age	Significant (26-30 years higher)	Significant
Qualification	Significant (bachelor's degree higher)	Significant
Teaching Experience	Significant (< 5 years highest)	Significant
Training Experience	Significant (never attend higher)	Significant

5. Discussion

This study aimed to examine the level of concern and teaching and learning (PdP) practices of sex education among preschool teachers in Negeri Sembilan, as well as to identify differences based on demographic and training factors. The findings revealed that teachers demonstrated a high level of concern regarding the importance of sex education, while the level of PdP practices was only at a moderate level. This indicates a gap between awareness and actual classroom implementation.

The study also confirmed that demographic factors such as age, academic qualification, and teaching experience, as well as training experience, significantly influenced both the level of concern and PdP practices. These findings suggest that teachers' background and professional exposure play an important role in shaping their readiness and ability to implement sex education effectively.

Overall, this study contributes to the understanding that high levels of concern alone are insufficient to ensure effective implementation of sex education. Instead, systematic support, appropriate training, and conducive teaching environments are essential to bridge the gap between teachers' awareness and their instructional practices.

7. Conclusion

Based on the findings, it is recommended that the Ministry of Education Malaysia strengthen continuous professional development programs related to sex education for preschool teachers. These programs should be structured, up-to-date, and tailored to teachers' needs to enhance their pedagogical skills, confidence, and content knowledge.

In addition, the development and dissemination of standardized, comprehensive, and user-friendly teaching modules aligned with the National Preschool Standard Curriculum (KSPK) should be prioritized. Such modules can help ensure consistency in content delivery and support teachers in implementing sex education more effectively in the classroom.

Future research is recommended to explore additional factors influencing PdP practices, such as school leadership, parental support, and availability of teaching resources. Further studies using mixed-method approaches may also provide deeper insights into teachers' experiences and challenges in implementing sex education at the preschool level.

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Conflict of Interest

The authors declare that there are no conflicts of interest regarding the publication of this research.

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