



Students' Knowledge and Attitudes towards HIV and AIDS: An Analysis on their Values System

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Abstract

The study examined the knowledge and attitudes of Pamantasan ng Lungsod ng Muntinlupa (PLMun) students towards HIV and AIDS and its relation to their values system. This descriptive study composed of 493 students whose ages are 16 and above from four colleges, namely, CAS, CBA, CITCS, and CTE. Convenience sampling method was used in this study for accessibility and proximity. There were three parts of the survey answered by the respondents, namely demographic profile, knowledge, and attitudes of the students to HIV/AIDS and Values System Instrument developed by Schwartz (1992, 2006). It was found that the students had superficial information about HIV/AIDS, and that proper information dissemination should be addressed to eradicate their shallow idea. To know the significant difference on their values system, the T-test (two-sample assuming unequal variances) was used. It was revealed from the study that at a p-value of 0.05 level, there is a significant difference between knowledge and attitudes towards values system, using the Schwartz Personal Values Scale (SVS).

Keywords: HIV, AIDS, Values System, College Students, Knowledge and Attitudes

1. Introduction

In the February 2018 report, the Philippine Department of Health said that 11,103 new cases were reported in 2017, increased by 19.85 percent from the 9,264 cases in 2016. Compared with the 342 HIV infections reported in 2007, the 2017 figure is 3,147 percent higher. In contrast, new HIV cases reported worldwide had gone down, from 2.1 million in 2015 to 1.8 million in 2016, according to the latest figures provided by the World Health Organization and the UN AIDS Programme (Regencia, T. 2018).

It is very alarming to the health and educational sectors, especially on the increasing number of victims reported yearly. There should be a wake-up call to the health and educational sectors because other countries had done their part to lower their cases of HIV and AIDS patients.

With this, to reduce the increasing population of people with HIV/AIDS, the educational system, particularly in the college level, should devise a program to help the youth who are most likely to get infected with this infection. Proper education should be implemented to both private and public sectors, especially to those who have little background or knowledge about this.

The study of Tavooosi et al. (2004) and Thanavanh et al. (2013) focused on students' knowledge and attitudes towards HIV/AIDS, but none of them realized its implication to their values system. Both of them shared that despite adequate knowledge about HIV/AIDS among the school students, misconceptions about routes of transmission were found. Tavooosi et al. (2004) added that there was a substantial intolerant attitude towards AIDS and HIV positive patients.

From this, Pamantasan ng Lungsod ng Muntinlupa (PLMun) initiated to do a paper related to this topic. This paper explored to determine the knowledge and attitudes of college students towards HIV/AIDS and its relation to their values system and thus help in information dissemination and ensuring ethical practices of students to promote sound and harmony. It is therefore, important that researchers analyzed their values system to find out if there is a need to educate these young people about safe sex practices.

2. Objectives

In order to analyze the data, this research came up with the following objectives:

- A. To know the demographic profile of the respondents in terms of age, gender, and course.
- B. To know the knowledge and attitudes of students towards HIV and AIDS.



- C. To identify whether the values system of the respondents is affected by their knowledge and attitudes towards HIV and AIDS.
- D. To find the significant difference between knowledge and attitudes of the respondents towards HIV and AIDS to their values system.

3. Materials and Methods

This descriptive study aimed to find out the knowledge and attitudes of PLMun students towards HIV and AIDS and its relation to their values system.

The instrument was divided into three parts. The first part is the demographic profile to know the age, gender, and courses. The second part is the knowledge and attitudes of students to HIV/AIDS, and the last part is the Values System Instrument developed by Schwartz (1992, 2006). The staff of the PLMun Office of Student Affairs administered the questionnaire to 493 students aged 16 and above of four colleges namely, CAS, CBA, CITCS, and CTE. Convenience sampling for accessibility and proximity was used.

For the statistical treatment, frequency count, percentage, and mean were used to determine the profile of the respondents in terms of age, gender, course, knowledge, and attitude towards HIV and AIDS. To analyze if there is a significant difference, the T-test (two-sample assuming unequal variances) was utilized.

4. Results and Discussion

In summary, only the largest group in the demographic profile was noted. Out of 493 respondents, 91 male respondents or 18% and 107 female respondents or 22% were the largest groups in terms of age, at 17 years old. On the other hand, in terms of gender, out of 493, there were 237 or 48% male and 256 or 52% female. Lastly, in terms of courses, it is noted that most of the respondents with 132 male respondents or 27% were from CITCS; however, most of the female respondents with 103 respondents or 21% were from CAS.

The following tables reveal the knowledge and attitudes and values system of the respondents.

Table 1 "Have you ever heard of HIV and AIDS?"

	Male (f)	%	Female (f)	%	Total (f)	%
Yes	188	38%	225	46%	413	84%
No	49	10%	31	6%	80	16%
Total	237	48%	256	52%	493	100%

Table 1 shows that female respondents said that they have heard of HIV and AIDS with a surprising score of 225 or 46% while the male was only 188 or 38%. It can be seen from the research of Tavooosi et al. (2004) when she said that female students demonstrated a slightly higher level of knowledge in comparison with male students.

Table 2 "Where did you hear about HIV and AIDS?"

	Male (f)	%	Female (f)	%	Total (f)	%
Radio	83	4%	93	4%	176	8%
T.V	198	9%	215	10%	413	19%
Newspaper/magazine	111	5%	100	5%	211	10%
Friends	135	6%	125	6%	260	12%
Schools (teachers)	164	7%	192	9%	356	16%
Local Health Workers	85	4%	72	3%	157	7%
NGO Staff	33	1%	26	1%	59	3%
Health Post	127	6%	115	5%	242	11%
Internet (FB, Twitter, Google, etc.)	165	7%	159	7%	324	15%
Others	13	1%	6	0%	19	1%
Total	1114	50%	1103	50%	2217	100%



Respondents were allowed to make multiple choices. It can be inferred from the table above that the TV is still the number one tool in disseminating information. From the study of Guioguo (2015), he mentioned that in the Philippines, the radio has the biggest audience among all mass media (85%), followed by television (74%) and print (32%). The study of Guioguo (2015) is still valid to most college students. Likely, newspapers and magazines were associated with the most accurate knowledge regarding AIDS. It is, therefore, imperative to make massive information about this matter, especially when young people are at risk of becoming newly HIV infected patients (World Health Organization, online).

Table 3 “If a teacher has HIV but is not sick, should he/she be allowed to continue teaching in college?”

	Male (f)	%	Female (f)	%	Total (f)	%
Yes	84	17%	109	22%	193	39%
No	78	16%	91	18%	169	34%
I don't know	75	15%	56	11%	131	27%
Total	237	48%	256	52%	493	100%

The table above shows the perception of students regarding whether teachers who are infected with HIV/AIDS would be allowed to teach. According to the results, 193 students or 39% said that they want their teachers to continue teaching while afflicted with the virus. Teachers living with HIV have an important role to play, both in efforts to prevent new infections and in helping to address the impact of HIV and AIDS on individuals, institutions, and communities (UNESCO, 2008). Regarding this, PLMun students have realized their importance in playing an essential role in their scholastic development despite their condition. According to Wood (2011), to be an effective HIV and AIDS educator is to be aware of your own values, beliefs, feelings, and behavior because what you believe, feel, and do in the classroom will convey either a positive or negative message around HIV and people living with HIV and AIDS.

Table 4 “Do you think an HIV positive student should be allowed to study in your college?”

	Male (f)	%	Female (f)	%	Total (f)	%
Yes	72	15%	90	18%	162	33%
No	73	15%	82	17%	155	31%
I don't know	92	19%	84	17%	176	36%
Total	237	48%	256	52%	493	100%

The table above reveals that 176 students or 36% answered: “I don’t know.” It pertains that students have a little knowledge when it comes to the infliction of HIV and AIDS. According to NAT 2011, people with better knowledge about HIV are more sympathetic towards people with HIV. Thus, it is essential that the PLMun administrators should inform their students about the onset of this infection to remove from their minds the misconception that is associated with the condition. This lack of information was also mentioned by Sarma and Oliveras (2013) that school-based HIV/AIDS education is a common and well-proven intervention strategy for providing information on HIV/AIDS to young people. However, the lack of skills among teachers for imparting sensitive information to students can lead to program failure in terms of achieving goals.

Table 5 “If a member of your family got infected with HIV, would you want it to remain a secret or not?”

	Male (f)	%	Female (f)	%	Total (f)	%
Yes	58	12%	68	14%	126	26%
No	89	18%	109	22%	198	40%
I don't know	90	18%	79	16%	169	34%
Total	237	48%	256	52%	493	100%

The table above indicates that 198 respondents or 40% said that they would not want HIV/AIDS to remain secret, which is because the Filipino family has strong ties with one another. “The illness will either draw the family closer together or not. In the Philippine setting, the usual thing is it brings the family



together because we're close-knit, to begin with," said Liza Manalo, M.D., a Palliative Care specialist who heads the Cancer Center of The Medical City- Pasig City. Close family ties are the key factor that has buoyed up numerous Filipinos undergoing crises such as grave illness, resulting even in uniting the family. (CBCP News, October 4, 2012).

Table 6 "Do you think a healthy looking person can be infected with HIV, the virus that causes AIDS?"

	Male (f)	%	Female (f)	%	Total (f)	%
Yes	43	9%	45	9%	88	18%
No	30	6%	41	8%	71	14%
I don't know	164	33%	170	34%	334	68%
Total	237	48%	256	52%	493	100%

334 students or 68% of them responded: "I don't know." PLMun students lack information about this. According to KidsHealth, HIV spreads when infected blood or body fluids (such as semen or vaginal fluids) enter the body. This infection happens during sex (especially anal and vaginal sex), through sharing needles for injecting drugs or tattooing, and by getting stuck with a needle with an infected person's blood on it. It can also pass on from a mother to a child during pregnancy, childbirth or breastfeeding. On the other hand, it cannot be spread through pee, poop, spit, throw-up or sweat (as long as no blood is present), coughing or sneezing, holding hands, and sharing eating utensils or drinking glasses (White, K. 2018).

Table 7 "Are you willing to live in the same community with people with HIV/AIDS?"

	Male (f)	%	Female (f)	%	Total (f)	%
Yes	65	13%	60	12%	125	25%
No	130	26%	156	32%	286	58%
I don't know	42	9%	40	8%	82	17%
Total	237	48%	256	52%	493	100%

Two hundred eighty-six (286) respondents or 58% said that they are not willing to live with the patients. Supporting someone living with HIV is one of the advocacy of AIDS.gov, an agency that supports people infected with HIV. It mentioned that HIV-related stigma and discrimination still persist in the United States and negatively affect the health and well-being of people living with HIV. Thus, it is the role of schools to reduce the stigma and discrimination by correcting myths and stereotypes that we hear from others. An almost similar question was raised if they are willing to care for a person with HIV/AIDS. There were 219 PLMun respondents, or 44%, answered: "don't have any idea if they will take care of those people infected with HIV/AIDS." It was also the idea of Al-Rabeei et al. (2012) when he did a research on the "Knowledge, attitude and beliefs towards HIV/AIDS among students of health institutes in Sana'a City." According to his study, students knew that AIDS is a communicable disease. In the same manner, they were asked if they are willing to work with people with HIV/AIDS, 227 respondents or 46% answered NO. Al-Rabeei et al. (2012) also mentioned in his study that respondents had misconceptions about how HIV/AIDS is transmitted – for example by hugging and kissing, sharing food or drink with an infected person, mosquito or insect bites, sharing public swimming pools, and studying at the same classroom. For PLMun, this issue should be addressed by school authorities to eradicate students' misconception that can lead them to be afraid of these people.

Table 8 "Should people with HIV/AIDS be isolated?"

	Male (f)	%	Female (f)	%	Total (f)	%
Yes	112	23%	107	22%	219	44%
No	80	16%	98	20%	178	36%
I don't know	45	9%	51	10%	96	19%
Total	237	48%	256	52%	493	100%



Another revelation is presented from 219 respondents or 44% when they revealed “YES.” Again, students should be properly educated on this. Koksal et al. (2005) mentioned that the only way to combat a disease that has no effective treatment is by prevention. The best single way to prevent the disease is through education. Prevention of HIV/AIDS infection through continuing education is a key strategy for the control of the HIV/AIDS epidemic at least until vaccines and drugs are available, accessible and affordable. The respondents were even asked about “Should children with HIV/AIDS attend school?” Unexpectedly, there were 160 respondents or 32% said “No,” and 166 respondents or 34% expressed “I don’t know.” Similar to this, the statement of National AIDS Trust (NAT) also mentioned that it is, therefore, worrying that in 2010 one in five people do not know that HIV is transmitted through sex without a condom. Furthermore, one in six people felt they did not know enough about how to prevent HIV transmission during sex. Knowledge amongst the general public of how to protect oneself from HIV transmission has declined significantly over the last ten years – the Government must take the lead in acting to improve understanding and so protect public health. Homogeneous from that was the study of Sheckler (1992) that “School district planned a way to safeguard the children and educate the community at the same time.” And that “Schoolchildren will not get HIV/AIDS from the following: playing with other children, touching other children, coughing, sneezing, or spitting, drinking fountains, a hug, a closed-mouth kiss, sweat or tears, mosquitoes or other insects, eating food prepared or served by someone infected with the virus.”

Table 9 Respondents according to personal values of stimulation

Rank	Statement	Mean	Description
1	30. I like surprises. It is important to me to have an exciting life.	4.84	Like me
2	6. I think it is important to do lots of different things in life. I always look for new things to try.	4.75	Like me
3	15. I like to take risks. I am always looking for adventures.	4.40	somewhat like me

In terms of Personal Values of Stimulation, having an exciting life garnered the highest rate with a mean of 4.84. The views of Schwartz (1992) for STIMULATION are excitement, novelty, and challenge in life (daring, a varied life, and an exciting life). A recent study was conducted by psychologists Cassie Mogliner, Sepandar Kamvar, and Jennifer Aaker. They looked for evidence of how our sense of happiness changes with age by analyzing twelve million personal blogs. Specifically, they were interested in seeing what kinds of emotions the bloggers mentioned when they talked about feeling “happy.” They found that younger bloggers described experiences of happiness as being times when they felt excited, ecstatic, or elated—the way you feel when you are anticipating the joys the future will bring - like finding love, getting ahead at work, or moving to a new town (Halvorson, H. 2013). As such, the stimulation about sexuality goes naturally with the development of adolescent sexuality which includes not only physical development but also cognitive, emotional, social, and moral development (Oswalt, A., 2019).

Table 10 Respondents according to personal values of conformity

Rank	Statement	Mean	Description
1	28. It is important to me to be obedient. I believe I should always show respect to my parents and to older people.	5.17	Like me
2	7. I believe that people should do what they are told. I think people should follow rules at all times even when no one is watching	4.76	Like me
3	36. It is important to me to be polite to other people all the time. I try to never disturb or irritate others.	4.63	Like me
4	16. It is important to me always to behave properly. I want to avoid doing anything people would say is wrong.	4.51	Like me

The table above shows that obedience is important for the respondents with a mean of 5.17 and behaving properly rank the lowest with 4.51. Schwartz (1992) mentioned that CONFORMITY is about restraints of actions, inclinations, and impulses likely to upset or harm others and violate social expectations



or norms (politeness, obedient, self-discipline, honoring parents and elders). Moreover, according to Schwartz (1992), obedience and honesty may be relevant at work or in school, in sports, business, and politics, with family, friends or strangers. This feature of values distinguishes them from narrower concepts like norms and attitudes, concepts that usually refer to specific actions objects or situations. It is an important part of lowering the risks of HIV/AIDS by obeying their parents when it comes to discipline. Parents' role in sex education is crucial. They are the single largest influence on their adolescents' decision about sex (Ashcraft, A. and Murray, P., 2018).

Table 11 Respondents according to personal values of traditions

Rank	Statement	Mean	Description
1	9. I think it is important not to ask for more than what I have. I believe that people should be satisfied with what they have.	4.78	Like me
2	20. Religious/ Spiritual belief is important to me. I try hard to do what my religion requires.	4.78	Like me
3	38. It is important to me to be humble and modest. I try not to draw attention to myself	4.72	Like me
4	25. I believe it is best to do things in traditional ways. It is important to me to follow the customs I have learned.	4.29	somewhat like me

Referring to the table Personal Values of Traditions, respondents revealed that it is important for them to be satisfied with a mean of 4.78 and to be religious or with spiritual belief with a mean of 4.78. According to Schwartz (1992), TRADITION is about respect, commitment and acceptance of the customs and ideas that traditional culture or religion provide the self (humble, accepting my portion of life, devout, respect for tradition, and moderate). From this point, PLMun students have high regard to religion and satisfied with what they have. Furthermore, Schwartz (1992) explained that the relative importance of the set of relevant values guides action just like attending a church which might express and promote tradition. Research on religious young adults tends to side-line sexuality, ignoring the prominent place sexual desire has in their lives. On the other hand, although social research on sexuality is growing, the role of religion is grossly under-developed (Yip, A. K. T., Keenan, M., and Page, S., 2011)

Table 12 Respondents according to personal values of benevolence

Rank	Statement	Mean	Description
1	18. It is important to me to be loyal to my friends. I want to devote myself to people close to me.	5.08	Like me
2	12. It is very important to me that my country be safe from threats from within and without. I am concerned that social order be protected.	5.08	Like me
3	33. Forgiving people who might have wronged to me is important to me. I try to see what is good in them and not to hold a grudge	4.89	Like me
4	27. It is important to me to respond to the needs of others. I try to support those I know.	4.41	somewhat like me

From the table above, respondents revealed that it is important for them to be loyal with their friends and country to be safe from threats with a mean of 5.08 on both statements. From the study of Schwartz (1992), he said that BENEVOLENCE is preservation and enhancement of the welfare of people with whom one is in frequent personal contact (helpful, honest, forgiving, loyal, and responsible). Oswalt (2010) explained thus, during the adolescent years, teen peer groups become increasingly important as teens experience more closeness in these friendships and more gratifying relationships with their peers as a result. Teens now turn to one another, instead of their families, as their first line of support during times of worry or upset. This increased reliance on friendships is yet another way that teens demonstrate their growing independence. On the other hand, Choundhury et al. (2006) noted that both social and biological factors drive changes in social behavior. During adolescence, it is likely that peer interactions and societal influences as well as genetically determined hormonal milieu influence social behavior. Since most respondents are adolescent, it can be inferred that they are in a period of development and adjustment.

**Table 13** Respondents according to personal values of achievement

Rank	Statement	Mean	Description
1	13. Being very successful is important to me. I like to impress other people.	4.60	Like me
2	4. It is very important to me to show my abilities. I want people to admire what I do.	4.51	Like me
3	24. I think it is important to be ambitious. I want to show how capable I am.	4.32	somewhat like me
4	32. Getting ahead in life is important to me. I strive to do better than others.	4.27	somewhat like me

Concerning Personal Values of Achievement, the item “being very successful is important and to impress other people” got the highest rate with a mean of 4.60. Schwartz (1992) pointed out in his study that ACHIEVEMENT is a personal success through demonstrating competence according to social standards (successful, capable, ambitious, and influential). PLMun students value achievement by impressing other people. Besides, Schwartz (1992) outlined that values are ordered by importance and so for the respondents showing off or impressing their achievement means a lot to them. Relating this idea to sexuality a study on the positive effects of teen abstinence has examined between teen sexual activity and academic performance. Data show that teens who abstain from sex during high school years are substantially less likely to be expelled from school; less likely to drop out of high school; and more likely to attend and graduate from college (Rector, R. and Johnson, K. 2005).

Table 14 Respondents according to personal values of self-direction

Rank	Statement	Mean	Description
1	1. Thinking up new ideas and being creative is important to me. I like to do things in my own original way.	4.90	Like me
2	22. I think it important to be interested in things. I like to be curious and to try to understand all sorts of things.	4.73	Like me
3	11. It is important to me to take my own decisions about what I do. I like to be free to plan and to choose my activities for myself.	4.68	Like me
4	34. It is important to me to be independent. I like to rely on myself.	4.45	somewhat like me

In the table above, innovation and creative rank the highest with a mean of 4.90. SELF – DIRECTION for Schwartz (1992) would mean independent thought and action – choosing, creating, exploring (creativity, freedom, independent, curious, and choosing own goals). Creativity is essential to our students since they will be the catalyst of change, and PLMun should initiate this movement so that our students can cope with the demand of a globally competitive society. Davis (2011) suggests that creativity profitably may be conceptualized as consisting mainly of three trainable components, (1) appropriate creative attitudes, the most critical of which is a favorable attitude toward highly imaginative problem solutions, (2) various cognitive abilities which facilitate whatever mental abstracting, combining, perceiving, associating, filling in gaps, and so on contribute to the fluent production of original ideas, and (3) techniques for the conscious and systematic production of new combinations of ideas.

Table 15 Respondents according to personal values of hedonism

Rank	Statement	Mean	Description
1	37. I really want to enjoy life. Having a good time is very important to me.	5.13	Like me
2	10. I seek every chance I can have fun. It is important to me to do things that give me pleasure.	4.65	Like me
3	26. Enjoying life's pleasures is important to me. I like to spoil myself.	3.67	somewhat like me

In terms of Personal Values of Hedonism, having a good time garnered the highest rate with a mean of 5.13. From the research of Schwartz (1992), he noted that HEDONISM is a pleasure and sensuous gratification for oneself (pleasure, enjoying life, and self-indulge). Schwartz (1992) also explained that one



would, therefore, expect that high priorities for stimulation and hedonism values correlate positively with alcohol use. He also mentioned that other factors are critical determinants of alcohol use. Similarly, from the study of Morgan (2012), teens should be allowed to have more independence, but not enough to place them in jeopardy. Despite their complaints, teens rely on adults to provide them with the sense of safety and structure they need to deal effectively with all the psychosocial tasks of adolescents.

Table 16 Respondents according to personal values of universalism

Rank	Statement	Mean	Description
1	3. I think it is important that every person in the world be treated equally. I want justice for everybody, even for people I do not know	5.28	Like me
2	8. It is important to me to listen to people who are different from me. Even when I disagree with them, I still want to understand them.	5.11	Like me
3	19. He strongly believes that people should care for nature. Looking after the environment is important to me.	4.92	Like me
4	29. I want everyone to be treated justly, even people I do not know. It is important to me to protect the weak in society.	4.77	Like me
5	23. He believes all the world's people should live in harmony. Promoting peace among all groups in the world is important to me.	4.77	Like me
6	40. It is important to me to adapt to nature and to fit into it. I believe that people should not change nature.	4.58	Like me

The table above indicates that the item “every person should be treated equally and attainment of justice” got the highest score with a mean of 5.28. Schwartz (1992) viewed UNIVERSALISM as understanding, appreciation, tolerance, and protection for the welfare of all people and for nature (broadminded, wisdom, social justice, equality, a world at peace, a world of beauty, unity with nature, protecting the environment). It can also be seen from the study of Rubenstein (2012) which illustrates that adolescent who adopted a social group perspective were more likely to step outside the immediate interaction and reflect on the role of broader cultural and social factors as well as consider the effects of social injustice on our society. Furthermore, he explained that adolescents employed a perspective with both interpersonal and social group qualities.

Table 17 Respondents according to personal values of power

Rank	Statement	Mean	Description
1	39. I always want to be the one who makes the decisions. I like to be the leader.	3.89	somewhat like me
2	2. It is important to me to be rich. I want to have a lot of money and expensive things.	3.78	somewhat like me
3	17. It is important to me to be in charge and tell others what to do. I want people to do what I say.	3.64	somewhat like me

In terms of Personal Values of Power, being a leader scored the highest rate with a mean of 3.89. According to Schwartz (1992), POWER is a social status and prestige, control or dominance over people and resources (social, power, authority, wealth and preserving my public image). Schwartz (1992) also pointed out that the pursuit of achievement values may be compatible with the pursuit of power values – seeking personal success for oneself is likely to strengthen and to be strengthened by actions aimed at enhancing one’s own social position and authority over others. PLMun students want to take the lead. It is most important to them other than richness (rank 2) and command (rank 3). In a similar case, in order for young people to behave responsibly when it comes to deciding their sexual health, society has the responsibility to provide the youth with accurate, age-appropriate sexual health education, access to services to prevent pregnancy and sexually transmitted diseases, and the resources to help them lead healthy lives. (Advocates for youth, online).

**Table 18** Respondents according to personal values of security

Rank	Statement	Mean	Description
1	5. It is important to do lots of different things in life. I always look for new things to try.	5.05	Like me
2	31. I try hard to avoid getting sick. Staying healthy is very important to me.	4.98	Like me
3	14. It is very important to me that my country be safe from threats from within and without. I am concerned that social order be protected.	4.86	Like me
4	35. Having a stable government is important to me.	4.77	Like me
5	21. It is important to me that things be organized and clean. I do not want things to be a mess.	4.75	Like me

In terms of Personal Values of Security, trying new things garnered the highest rate with 5.05 mean. Schwartz (1992) pointed out that SECURITY is about safety, harmony, and stability of society, of relationships, and of self (family security, national security, social order, clean, and reciprocation of favors). Also, Schwartz (1992) emphasized that security is an independent action, thought and feeling and readiness for a new experience. PLMun students are eager at trying different things in life, which can be a trace of their psychosocial development wherein they believe that they can be independent in life. Individual's personality or temperament is an important psychological factor that also decides the attitude toward sexuality. Introvert adolescents face difficulty in approaching and responding sexually (Kar, S. et al., 2015).

Table 19 t-Test: Two-Sample Assuming Unequal Variances

	Variable 1	Variable 2
Mean	33.24242	4.65375
Variance	187.8769	0.15505
Observations	33	40
Hypothesized Mean Difference	0	
df	32	
t Stat	11.97751	
P(T<=t) one-tail	1.15E-13	
t Critical one-tail	1.693889	
P(T<=t) two-tail	2.3E-13	
t Critical two-tail	2.036933	

At a *p-value* of 0.05 level, the computation above reveals that there is a significant difference between knowledge and attitudes towards values system, using the Schwartz Personal Values Scale (SVS). Young people have the right to lead healthy lives. Providing the youth with honest, age-appropriate sexual health education is a key part in helping them to take personal responsibility for their health and well-being. (Advocates for youth, online).

5. Conclusion

This study concludes that there was a moderate level of knowledge among students in PLMun. It can also be seen that a number of myth, misconception, and negative attitudes towards HIV/AIDS were noted from the study. The inculcation of sexual health education in the educational setting, particularly for PLMun students, should be called. In this case, it can safeguard not only their health but their future as well. Besides, a significant difference between knowledge and attitudes towards HIV/AIDS to their values system was noted.

In terms of recommendation, the study further recommended that the superficial idea of students in terms of HIV/AIDS should be addressed by the University to eradicate the lack of information. There should also be a big push to increase education about HIV/AIDS in other educational institutions. More research on young people involves in this study since they are the central victims of this dreadful affliction. Furthermore, the information should be presented to them, especially on protection and transmission.

A recommended program such as IEC (Information Education Campaign) through participatory awareness workshop, such as a one day seminar, wherein guest speakers who specialize in different



perspectives like medical, psychological, spiritual, and social can talk about the “What’s and the How’s” of HIV/AIDS and also give hand-out or leaflets during the activity. Likewise, there should have a massive campaign through social media on HIV/AIDS awareness and a hotline where victims can talk about the issue as well.

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