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## **LEADERSHIP INITIATIVE TO ENRICH THE HIV/AIDS EDUCATION FOR SENIOR HIGH SCHOOLS**

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### **Abstract**

*This research determined the degree of leadership initiative of the 376 senior high school students from Laguna Philippines Local Colleges and Universities (LCUs) to enrich their HIV/AIDS education. Results showed that the students have high levels of knowledge and awareness on HIV/AIDS and its effects on physical, psychological, social, and spiritual aspects. They have a high status of opportunities in terms of their current senior high school curriculum vis-à-vis HIV/AIDS education; which means that the students have a high degree of becoming leaders on their own accord; especially if the local colleges and universities coordinate and collaborate with each other. Health Education on HIV/AIDS was a joint effort of these collaborations that educated the senior high school students accurately and completely about HIV/AIDS. Results also showed that the*

*students have a high status of challenges and weaknesses, and low status of strengths for their current senior high school curriculum vis-à-vis HIV/AIDS education. Thus, it was recommended that they must become more conscious on what level do they understand/know about HIV /AIDS; be transformed in terms of their attributes in becoming leaders advocating about HIV/AIDS for every young person in every community.*

### **Keywords**

Leadership, HIV/AIDS, Knowledge, Awareness

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## **1. Introduction**

Leadership refers to the set of skills and ability to motivate and inspire others. It is usually associated with power (Dugan and Komives, 2010), being a good role model, helping others, listening attentively, communicating, and representing the core group to be able to speak in facing others (Mortensen et al., 2014).

The chance to become a leader according to Dugan (2011) depends upon the person's accessibility to resources, social status, roles, and/or genuine fears for safety or negative consequences. According to Mortensen et al (2014) becoming involved as early as possible for students in their teens prepare them to be future adult leaders. It hones them to initiate, make and execute plans. With this, according to the same authors, the teens tend to view leadership not as a status achievement, but as an "inclusive opportunity available to anyone", with the goal of improving their community.

According to Trowler (2012), the outcomes of students in terms of academic performance were improved by leadership activities. They become confident, articulate, and accountable (Thomson, 2012). As Archard (2013) said, providing these students with opportunities to develop their leadership skills prepares them for future leadership roles. The question is, what happens if these future leaders (who are in their stage of life where changes, discoveries, search for identity and autonomy permeates them) become infected/affected by HIV/AIDS? They will be intimidated and fearful, making their hands clutched to take tests and examinations in determining the presence or absence of the virus in their body. This is a reality at hand wherein here in the Philippines, 220 (25%) cases were among youth ages 15-24 years old were afflicted with HIV, 96% were male [HIV/AIDS & ART Registry of the Philippines (HARP), 2021].

The teenagers precarious living conditions, and social vulnerability generated major family upheavals; like becoming quiet / in denial as to their HIV-positive status; and remaining restricted as to whom shall know it. This behavior according to Fernet et al (2011) were associated with fear of prejudice, rejection. and social isolation. Therefore, according to Richard et al (2020), they must confront their fear and denial, and they must cope with being infected while maintaining hope.

Looking through the situation above, the need of identifying solutions and lessening the scope of the problem is very vital. The researcher believed that intensive HIV/AIDS education is a crucial part of efforts to fill the gap between the existing problems and decrease the number of new cases, especially among the youth. With this belief, the researcher spearheaded the conduct of action research entitled, *“Awareness among Students of Laguna University towards Familiarity on HIV/AIDS Transmission, Prevention, and Protection.”* Based on its findings, the researcher developed the innoHIVE Program, an innovative HIV education that is composed of different HIV/AIDS awareness activities. This program helped the senior high school students and the teachers at Laguna University in terms of improved distribution of information about HIV/AIDS using different strategies that make the process of learning about HIV/AIDS successful. The success of the researcher’s innoHIVE Program at Laguna Colleges and Universities motivated the researcher to pursue this present study, this time, his aim would be being to present and implement the innoHIVE Program to the local colleges and universities in Laguna. This is to promote education about HIV/AIDS among students and convert them into effective leaders. Part of the researcher’s motivation was also to educate the youth to decrease the possibility of HIV infection; making them able to defend their sensual and reproductive rights. The enhanced health education and the innoHIVE Program helped them how to become empowered leaders and how voice out their concerns to be able for them to touch the hearts and minds of the other young people as well as the community and the government. A harmonious environment was created from the courage of these teen leaders wherein discussion of HIV/AIDS was done not in secret and shame, but publicly and with concern. Their leadership initiatives advocated different strategies on safe behaviors in relation to HIV/AIDS.

## **2. Literature Review**

This section is comprised of different research literature and studies that provide background information regarding HIV/AIDS, and HIV/AIDS among senior high school students; and their leadership initiatives to enrich their HIV/AIDS education.

## **2.1. HIV/AIDS**

This section is comprised of different research literature and studies that provide background information regarding HIV/AIDS.

HIV/AIDS has been a pandemic disease as it has spread in large areas of the world and is continuously spreading. Its impact dismayed policymakers when it affected social and economic aspects of life including the increase in sickness and death of people belonging to the productive age. Local and International efforts have been initiated by different organizations since this disease was recognized to help the victims, to prevent the spreading, and to raise awareness to everybody. Many people believed that HIV/AIDS is deadly and infectious but also a lot of them did not know exactly the true nature, causes, and effects of this virus and its syndrome on its host. Thus, there are a lot of misconceptions and myths about this disease that must be corrected and rectified to better comprehend the situations of persons with HIV patients; and that everyone will be all together in helping and lifting each other up while the progress and hope for its cure lay it ways soon.

The Philippines, according to the National Epidemiology Center, is part of the countries with high HIV cases. The same agency reported that from January 1984 to 2012, there are 9,669 reported HIV cases. Updated data from the National Epidemiology Center of DOH dated February 2017 indicated that there are 849 newly diagnosed HIV cases and that there are already 33,496 HIV-related cases that came from the Philippines. Statistically, one Filipino is infected with HIV for life every 50 minutes while there is an upsurge increase of new cases by eight hundred percent (800 %) higher than the previous years. This is very frightening because as of today, HIV/AIDS has no cure and can be transmitted from a person living with HIV/AIDS to a non-reactive one.

As announced and recorded way back in March 2016 by the Department of Health, CALABARZON was the second region in the country with the highest number of HIV infections (first in Metro Manila, Philippines). This is the reason why actions and research became an imperative need in the region, to determine the HIV/AIDS status of its constituents, as well as to determine the HIV/AIDS nature, modes of transmission, effects, and preventive measures, especially among young people.

## **2.2. HIV/AIDS and Adolescents/Teenagers**

This section is comprised of different research literature and studies that provide background information regarding HIV/AIDS among teenagers.

The risk of infection from HIV/AIDS is increased worldwide and it is focused now on young people who are vulnerable because of their young attributes (Earl, 1995) that make them sexually active; undergo unprotected sexual intercourse; at risk for having STDs including HIV/AIDS. This observation is like that of the Population Reference Bureau (2006) which said that teenagers are at risk because of their risky behaviors, especially sexually and the way society restricts them while they grow.

According to Kirby and Laris (2009), information on HIV is necessary to upsurge the protective sexual behaviors of teenagers. Giving these young people incorrect information on HIV results to increase branding of people with HIV/AIDS.

In the works of Nubed and Akoachere (2016) young population usually has adequate information about HIV/AIDS, however, they neglect to act on it due to some constraints they faced. Considering these facts, understanding the cause of the surge of teens' susceptibility to HIV/AIDS should be comprehended. Support from different agencies like campaigns inside the school and even outside can enlighten the teen's mind about its effects.

According to Majelantle et al (2014) when young people's minds are intensified by HIV education, their knowledge and consciousness about HIV/AIDS will be strongly uplifted. Thus, there is a need for continuous provision of relevant information that will disprove misconceptions about the disease.

### **2.3. Health Education Program on HIV/AIDS among Adolescents and Teenagers**

This section is comprised of different research literature and studies that provide background information regarding HIV/AIDS Education Program.

Education about HIV/AIDS is crucial in motivating young people to become self-reliant on practicing different strategies on how to prevent HIV/AIDS. This leads to the development of positive health-promoting behavior that can help control the disease. According to Li et al (2006) attitude and behavior changes can be achieved through health education. And in the study made by Ramchandani et. Al. (2007), it was emphasized that counseling, testing, and education are necessary as a basic protective precautions to help patients verbalize their status as HIV positive.

### **3. Research Objectives and Scope of the Study**

The study objective was to determine the degree of leadership initiative of the 376 senior high school students from Laguna Philippines Local Colleges and Universities (LCUs) to enrich their

HIV/AIDS education. It also determined the level of knowledge and awareness on HIV/AIDS and its effects on physical, psychological, social, and spiritual aspects; and explored the student's status of strengths, challenges, opportunities, and weaknesses in terms of their current senior high school curriculum vis-à-vis HIV/AIDS education.

#### **4. Methodology**

This study utilized the mixed-method research design to determine the degree of leadership initiative (to which the implementation of the innoHIVe Program) can enrich the education on HIV/AIDS among the 376 senior high school students in Laguna, Philippines. Data were gathered utilizing a Researcher-Made Questionnaire validated by experts in the field of Nursing and Psychology, with a reliability of .932 assessed using Cronbach Alpha Coefficient Analysis. Respondents of the study were selected through a stratified sampling method. Ethical and legal aspects were considered during the data collection.

#### **5. Results**

This section presents the findings of the study as follows: knowledge on HIV/AIDS of senior high school students in terms of transmission, prevention, and protection; awareness on effects of HIV/AIDS as to physical, psychological, socio-economic, and spiritual; the current state of HIV/AIDS education vis-à-vis curriculum; strengths, weaknesses, opportunities, and challenges of curriculum vis-à-vis HIV/AIDS education.

##### **5.1. Knowledge on HIV/AIDS of Students-Respondents as to:**

This section describes the findings of the study as follows: knowledge on HIV/AIDS of senior high school students in terms of transmission, prevention, and protection.

##### **5.1.1. Transmission**

**Table 1:** *Knowledge on HIV/AIDS of Student-Respondents as to Transmission*

	<b>WM</b>	<b>Ranking</b>	<b>Interpretation</b>
<b><i>HIV/AIDS can be passed or transmitted through...</i></b>			
1 Droplets	2.47	5	LLK
2 Shared Utensils	2.97	1	HLK
3 Mosquito Bite	2.80	3	HLK
4 Shared Toilets	2.81	2	HLK
5 Public Swimming Pool	2.64	4	HLK

<b>Over-All Weighted Mean</b>		<b>2.74</b>		<b>HLK</b>
6	Passage of HIV from an infected pregnant woman to child	3.13	3	HLK
7	Infected saliva exchange through kissing	3.20	2	HLK
8	Contaminated equipment in beauty shops/parlors	2.65	5	HLK
9	Shared contaminated needles	2.85	4	HLK
10	Sexual contact by an infected person without protection	3.32	1	VHLK
<b>Over-all Weighted Mean</b>		<b>3.03</b>		<b>HLK</b>

(Source: Authors' Own Illustration)

**LEGEND:**

**WM – Weighted Mean**

<b>WM</b>	<b>INTERPRETATION</b>
3.25-4.00	VHLK - Very High Level of Knowledge
2.50-3.24	HLK - High Level of Knowledge
1.75-2.49	LLK - Low Level of Knowledge
1.00-1.74	VLLK - Very Low Level of Knowledge

Table 1 illustrates the high level of knowledge of student-respondents as to transmission of HIV /AIDS, with an overall weighted mean of 3.01. This means that the students have knowledge on HIV /AIDS but not that great; that is, it is to be enhanced through health education. This is like the study by Appiah-Agyekum and Suapin (2013) which reported that senior high school girls in Ghana have satisfactory information on the fundamentals of HIV/AIDS. In addition, the study by Tulloch et al (2012) suggested that elevating knowledge on HIV motivates people to reduce the risk associated with sexual practices.

**5.1.2. Prevention**

**Table 2:** Knowledge on HIV/AIDS of Students-Respondents as to Prevention

	<b>WM</b>	<b>Ranking</b>	<b>Interpretation</b>	
<b>HIV/AIDS can be prevented through...</b>				
11	Condom Usage	3.12	5	HLK
12	HIV/AIDS infected person isolation	3.00	9	HLK
13	STD testing	3.13	4	HLK
14	Contraception	3.02	8	HLK
15	The revelation of the result of the test for HIV/AIDS	2.99	10	HLK
16	Sterile injections usage	3.10	6	HLK
17	Decrease in risky sexual activities	3.19	3	HLK

18	Limiting the number of sexual partners	3.25	2	VHLK
19	The revelation of partner's status on HIV	3.40	1	VHLK
20	Isolation or confinement of people from other countries where they can be exposed to infectious agents	3.06	7	HLK
<b>Over-all Weighted Mean</b>		<b>3.13</b>		<b>HLK</b>

*(Source: Authors' Own Illustration)*

Table 2 shows the high level of knowledge of student-respondents as to prevention of HIV /AIDS, with an overall weighted mean of 3.13. This means that students have information about the prevention of HIV/AIDS, but it needs strengthening. This finding is somewhat congruent with that of the study by Ngozi et al (2015) which revealed that preventive measures on HIV /AIDS are practiced by the respondents. However, the authors added that their respondents felt threatened in using preventive measures. This is also reinforced by the study of Asekun-Olarinmoye et al (2011) which stated that familiarity or data on a disease is a requirement for transformation. However, according to the same authors, an elevated familiarity with HIV/AIDS is not a forecast for behavioral change.

### 5.1.3. Protection

**Table 3:** *Knowledge on HIV/AIDS of Students-Respondents as to Protection*

		WM	Ranking	Interpretation
21	A person with undetectable viral load is a carrier of HIV	3.20	2	HLK
22	Unprotected male to male sexual contact increases the risk of HIV	3.28	1	VHLK
23	A person with no symptoms of HIV is not a carrier	2.59	8	HLK
24	Drinking alcohol intensifies the risk of HIV infection	2.41	10	LLK
25	HIV can infect adolescents	3.08	4	HLK
26	Injection of prohibited drugs causes risk of HIV	2.79	6	HLK
27	STI increases the risk of getting HIV	3.06	5	HLK
28	Pausing for signs and symptoms of HIV before testing	2.53	9	HLK
29	Terminating HIV positive employee	2.66	7	HLK
30	Immunization and vaccination	3.19	3	HLK
<b>Over-all Weighted Mean</b>		<b>2.88</b>		<b>HLK</b>

*(Source: Authors' Own Illustration)*



Table 3 illustrates the high level of knowledge of student-respondents as to protection, with an overall weighted mean of 2.88. This means information on risks and how to be protected was known to the students; however, there is still a need for further enhancement which rests on the reliability of a program like the innoHive Program. This is supported by the findings of the works of Asante and Oti-Boadi (2013) which reported that the behavior towards perilous sexual actions and practice of precautionary measures influences the low-risk perception of young adults in terms of their self-vulnerability to HIV infection.

**5.2. Awareness on Effects Of HIV/AIDS as to:**

This section describes the findings of the study as follows: awareness on effects of HIV/AIDS as to physical, psychological, socio-economic, and spiritual.

**5.2.1. Physical**

**Table 4:** *Awareness on Effects of HIV / AIDS as to Physical Aspect*

		<b>WM</b>	<b>Ranking</b>	<b>Interpretation</b>
31	HIV kills or damages the cells of the body’s immune system	3.28	1	VHLA
32	HIV infection causes large lymph nodes or “swollen glands” that may be enlarged for more than three months	3.10	3	HLA
33	HIV infection causes persistent skin rashes or flaky skin	2.92	9	HLA
34	HIV infection causes persistent or frequent yeast infections (oral or vaginal)	3.04	5	HLA
35	HIV infection causes a lack of energy	3.18	2	HLA
36	HIV infection causes frequent fevers and sweats	3.01	6.5	HLA
37	HIV infection causes pelvic inflammatory disease in women that does not respond to treatment	3.08	4	HLA
38	HIV infection causes weight loss	2.94	8	HLA
39	HIV infection causes short term memory loss	2.49	10	LLA
40	HIV-positive people are vulnerable to other infections, diseases, and complications	3.01	6.5	HLA
<b>Over-all Weighted Mean</b>		<b>3.01</b>		<b>HLA</b>

*(Source: Authors’ Own Illustration)*

**LEGEND:**

**WM – Weighted Mean**

<b>WM</b>	<b>INTERPRETATION</b>
3.25-4.00	VHLA - Very High Level of Awareness
2.50-3.24	HLA - High Level of Awareness
1.75-2.49	LLA - Low Level of Awareness
1.00-1.74	VLLA - Very Low Level of Awareness

Table 4 shows the high level of awareness of student-respondents on the effects of HIV / AIDS as to physical aspect, with an overall weighted mean of 3.01 This implies that the student-respondents are conscious about HIV/AIDS-related symptoms and how the people around those infected with it must cope for extended periods of time. In lieu of this, they must bear the challenge of doing their daily routines or do physical activities and even engaging actively in their social life. This is confirmed by Herrmann et al (2013) in their report on HIV/AIDS about those people who limit doing their physical activity to avoid movements that might result in the transmission of HIV.

**5.2.2. Psychological**

**Table 5: Awareness on Effects of HIV / AIDS as to Psychological Aspect**

<b>HIV-infected people are...</b>	<b>WM</b>	<b>Ranking</b>	<b>Interpretation</b>
41 Hoping while confronting fear and denial	3.22	3	HLA
42 Feeling they are victimized	3.20	4	HLA
43 Experiencing low self-esteem as they have low confidence about self and achievement	3.18	6	HLA
44 Feeling devalued at times	3.10	8	HLA
45 Frustrated and demoralized	3.25	2	VHLA
46 Having emotional collapse due to overthinking that they are suppressed	3.27	1	VHLA
47 Adjusting to a new lifestyle	2.99	9.5	HLA
48 Feeling they lose the support of lovers, family, and friends	2.99	9.5	HLA
49 Feeling the need to modify their sensual practices	3.11	7	HLA
50 Taking more safeguards to defend themselves and others	3.19	5	HLA
<b>Over-all Weighted Mean</b>	<b>3.15</b>		<b>HLA</b>

*(Source: Authors' Own Illustration)*

Table 5 presents the high level of awareness of student-respondents on the effects of HIV / AIDS as to psychological aspects, with an overall weighted mean of 3.15. This finding means that the student-respondents knew how HIV/AIDS can trouble their mental health. Because of this, they help each other fight. Even the schools are now strengthening programs for students especially on increasing awareness about HIV/AIDS. Just like the study of Travaglini et al (2018) which revealed that it is important to perform unified solutions when it comes to the impact of humiliation that HIV can do on one's health. The authors added that mental health programs targeting the advanced impact of HIV concerns are supportive in dropping the ill effects of HIV.

### 5.2.3. Socio-Economic

**Table 6:** Awareness on Effects of HIV / AIDS as to Socio-Economic

An HIV-infected person is....	WM	Ranking	Interpretation
51 Viewing the self as unwelcome and “infectious”	3.15	1	HLA
52 Socially isolating self	3.10	2	HLA
53 Having torn apart a family is why they feel insecure about their future	2.89	6.5	HLA
54 Restricted to travel especially abroad	2.93	5	HLA
55 Having costly medical care	3.06	3.5	HLA
56 Rely heavily on others for support	3.06	3.5	HLA
57 Not granted access to life insurance policies	2.64	10	HLA
58 Not given equal admission for work	2.75	9	HLA
59 Usually forfeit their job	2.88	8	HLA
60 Usually trades their possessions to meet expenses	2.89	6.5	HLA
<b>Over-all Weighted Mean</b>	<b>2.93</b>		<b>HLA</b>

(Source: Authors’ Own Illustration)

Table 6 illustrates the high level of student-respondents on the effects of HIV / AIDS as to socio-economic aspects, with an overall weighted mean of 2.93. This means that the student-respondents were aware that the care-seeking and hospitalization needs of the patient increase their family expenditure. A finding confirmed by Pellowski et al (2013) stated that HIV / AIDS is a disease that is entrenched in social and economic inequity both domestically and internationally. This affects severely the economic well-being of the households.

### 5.2.4. Spiritual

**Table 7:** Awareness on Effects of HIV / AIDS as to Spiritual Aspect

HIV-Infected person....	WM	Ranking	Interpretation
61 Life factor is spirituality	3.11	5	HLA
62 Search for a tougher linking with God	3.29	1	VHLA
63 Search spiritual sustenance from religious assembly	3.20	3.5	VHLA
64 Regularly attend devotion services	3.20	3.5	VHLA
65 Engages in praying	3.22	2	VHLA
66 Reads scripture	3.02	7.5	VHLA
67 Practices divine reframing of tension	3.02	7.5	HLA
68 Performs faith healing	2.91	9	HLA
69 Trust more on God than biomedical dealing for healing	3.06	6	VHLA

70	Feels that one's sickness is a reprimand from God	2.71	10	HLA
<b>Over-all Weighted Mean</b>		<b>3.07</b>		<b>HLA</b>

*(Source: Authors' Own Illustration)*

Table 7 displays the high level of awareness of student-respondents on the effects of HIV / AIDS as to spiritual aspect, with an overall weighted mean of 3.07. The finding of the high level of awareness marked the student's belief that when a person is in deep crisis, the only way of salvation is through God. This is affirmed by the study of Szaflarski (2012) which reported that people living with HIV patients give high regard to spirituality and religion. The author even said that they use prayer and meditation as an intervention to address their spiritual needs especially when they feel lost. These interventions focus on the stigma brought about by HIV / AIDS and it enhances the individual outcomes.

### 5.3. Current State of HIV/AIDS Education in Laguna Lcus Vis-À-Vis Curriculum

This section describes the current state of HIV/AIDS education of the senior high students vis-à-vis their school curriculum.

**Table 8:** *Current State of HIV/AIDS Education vis-à-vis Curriculum*

		WM	Ranking	Interpretation
<b><i>In our Health Education class, we discuss...</i></b>				
1	Facts about HIV infection, prevention, and treatment	1.91	1.5	LCSHIVED
2	Description of HIV infection and AIDS	1.89	3.5	LCSHIVED
3	How HIV infects the person	1.84	8.5	LCSHIVED
4	Transmission of HIV	1.86	6	LCSHIVED
5	Prevention of behavior that leads to HIV	1.89	3.5	LCSHIVED
6	Risk reduction in terms of HIV infection or other STIs	1.91	1.5	LCSHIVED
7	Testing and treatment for HIV	1.77	13	LCSHIVED
8	Factors to consider when taking an HIV antibody test	1.82	10	LCSHIVED
9	What is the role of abstinence in preventing infection with HIV and other sexually transmitted infections (STIs)	1.76	15	LCSHIVED
10	How can school and community resources help educate adolescents and their families about HIV infection	1.77	13	LCSHIVED

11	Effective decision-making regarding HIV	1.85	7	LCSHIVEd
12	Various effects of sexual activity in youth	1.88	5	LCSHIVEd
13	Social and economic concerns related to HIV	1.81	11	LCSHIVEd
14	HIV/AIDS in children and adolescents	1.77	13	LCSHIVEd
15	HIV/AIDS is a global issue	1.84	8.5	LCSHIVEd
<b>Over-all Weighted Mean</b>		<b>1.76</b>		<b>LCSHIVEd</b>

(Source: Authors' Own Illustration)

**LEGEND:**

**WM – Weighted Mean**

WM	INTERPRETATION
3.25-4.00	VHCSHIVEd - Very High Current State of HIV/AIDS Education
2.50-3.24	HCSHIVEd - High Current State of HIV/AIDS Education
1.75-2.49	LCSHIVEd - Low Current State of HIV/AIDS Education
1.00-1.74	VLCSHIVEd - Very Low Current State of HIV/AIDS Education

Table 8 illustrates the Current State of HIV/AIDS Education vis-à-vis curriculum, which is low with an overall weighted mean of 1.76. This indicates that HIV/AIDS Education at the Laguna Local Colleges and Universities needs an enhancement and some strategies for its to be implemented since most of the needed items for incorporation into the lectures were not actually covered by the Senior High School curriculum as depicted in the result of having a low status.

**5.4. Strengths, Weaknesses, Opportunities, And Challenges of Curriculum Vis-À-Vis HIV/AIDS Education**

This section describes the strengths of the senior high school’s curriculum vis-à-vis their HIV/AIDS education.

**5.4.1. Strengths**

**Table 9: Strengths of the Curriculum vis-à-vis HIV/AIDS Education**

	WM	Interpretation
<b>S1</b> Curriculum Integration. HIV/AIDS education is taught to Senior High School students through a full-blown separate subject, or sufficiently embedded in one or more subjects in the curriculum	2.38	Low
<b>S2</b> Co-Curricular Program. HIV/AIDS education is delivered through supplemental seminars conducted on a regular basis (quarterly, semestral, or annual)	2.88	High

<b>S3</b>	<b>Management Support.</b> HIV/AIDS education is supported by the top management of the school as manifested by swift approval and funding of activities or projects; assigning a competent point person-in-charge and providing access to school facilities.	2.63	High
<b>S4</b>	<b>Teacher Training.</b> All Senior High School Coordinators and teachers have attended training on HIV/AIDS education	2.00	Low
<b>S5</b>	<b>Positive Internal Environment.</b> There is a high level of openness and emancipation on the topic of HIV/AIDS	2.50	High
<b>Over-all Weighted Mean</b>		<b>2.20</b>	<b>Low</b>

(Source: Authors' Own Illustration)

**LEGEND:**

WM – Weighted Mean

WM	INTERPRETATION
3.25-4.00	Very High Strength /Weakness/Opportunities/Challenge
2.50-3.24	High Strength /Weakness/Opportunities/Challenge
1.75-2.49	Low Strength /Weakness/Opportunities/Challenge
1.00-1.74	Very Low Strength /Weakness/Opportunities/Challenge

Table 9 displays the strengths of the current senior high school curriculum vis-à-vis HIV/AIDS education. Data on the table shows that there is a low status of strengths for the Laguna LCUs with 2.20 as their mean score.

**5.4.2. Weakness**

**Table 10: Weakness of The Curriculum Vis-À-Vis HIV/AIDS Education**

		WM	Interpretation
<b>W1</b>	<b>Non-Inclusion in Curriculum.</b> HIV/AIDS education does not exist or is not included in the Senior High School curriculum (directly or indirectly)	3.00	High
<b>W2</b>	<b>Low Priority.</b> HIV/AIDs education is not a priority of the top management of the school	2.63	High
<b>W3</b>	<b>Resistance to Change.</b> There is internal resistance and stigma to HIV/AIDS education by officials, employees, and students	2.25	Low
<b>W4</b>	<b>Lack of Teacher Competence.</b> No teacher in the Senior High School Department is competent in handling or delivering HIV/AIDS education resulting in poor or ineffective delivery or programs and activities	2.38	Low
<b>W5</b>	<b>Lack of Sustainable Program.</b> There is no existing specific program or, if there is, such initial efforts on HIV/AIDS education lack continuity. If a program exists, its effectiveness is not assessed or measured.	2.38	Low

<b>Over-all Weighted Mean</b>	<b>2.53</b>	<b>High</b>
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*(Source: Authors' Own Illustration)*

Table 10 displays the weaknesses of the current senior high school curriculum vis-à-vis HIV/AIDS education. Data on the table shows that Laguna LCUs W1 to W2 (W1-Non-Inclusion in Curriculum, W2-Low Priority) is high with a weighted mean of 3.00 and 2.63 respectively; low on W3 - W5 (W3 – Resistance to Change, W4 – Lack of Teacher Competence and W5 – Lack of Sustainable Program) with 2.25, 2.38 and 2.38 as its weighted means, respectively. This means that all these three were their weaknesses.

### 5.4.3. Opportunities

**Table 11: Opportunities of The Curriculum of Vis-À-Vis HIV/AIDS Education**

	<b>WM</b>	<b>Interpretation</b>
<b>O1</b> <b>External Support.</b> The school has access to numerous external supports from the local government, non-government organizations, and the private agencies about HIV/AIDS education initiatives (i.e., programs, funding, speakers' bureau, materials, teacher training, etc.)	2.88	High
<b>O2</b> <b>Advocacy Recognition.</b> The advocates of HIV/AIDS education in the campus are recognized by the local government, DepEd, and society.	2.88	High
<b>O3</b> <b>Career Guidance.</b> Promotes careers in health science among Senior High School students.	2.88	High
<b>O4</b> <b>Social Media.</b> The school utilizes and harnesses current technology to implement aggressively and positively HIV/AIDS education	2.88	High
<b>O5</b> <b>Parental Support and Guidance.</b> Parents and guardians of the students are generally open-minded on HIV/AIDS education and trust-related programs of the school and other entities.	2.88	High
<b>Over-all Weighted Mean</b>	<b>2.88</b>	<b>High</b>

*(Source: Authors' Own Illustration)*

Table 11 shows the opportunities of the current senior high school curriculum of the Laguna LCUs vis-à-vis HIV/AIDS education. Data on the table shows that there is a high opportunity for the current student's curriculum on HIV/AIDS education. This finding indicates that if the LCUs coordinate and collaborate with each other, the issue of opportunity for these schools will be handled accordingly. Health Education on HIV/AIDS will be a joint effort of these collaborations such that

everyone will become a leader on their own accord, helping each one on how to educate senior high school students accurately and completely about HIV/AIDS.

According to Burn’s Transformational Leadership Theory, the application of transformational leadership depends on how the assessment was done by the leader in terms of the nature of the population and how serious it is (in this study, the leaders from the 3 LCUs will start as the main promulgator of HIV/AIDS education using InnoHIVE Program). The schools and their learners want advanced knowledge about HIV/ AIDS, for everybody’s sake, and a better future (collaboration and teamwork from group/everyone who will pioneer the innoHIVE Program in their schools) should be ever-present. This comes with the willingness of the individual learners to become motivated to be transformed.

**5.4.4. Challenges**

**Table 12:** *Challenges of The Curriculum of Vis-À-Vis HIV/AIDS Education*

		<b>WM</b>	<b>Interpretation</b>
<b>C1</b>	<b>Social Stigma and Resistance.</b> There is a stigma, stereotyping, and resistance to HIV/AIDS education within the local community	2.75	High
<b>C2</b>	<b>External Environment Bureaucracy.</b> It is difficult and bureaucratic to seek any kind of support from the local government, NGOs, and private sector on HIV/AIDS education projects and activities	2.38	Low
<b>C3</b>	<b>Lack of Clarity and Political Will.</b> DepEd itself is unclear and slow in implementing and monitoring HIV/AIDS education in Senior High schools.	2.25	Low
<b>C4</b>	<b>No Strong Legal Basis or Framework.</b> There are no local ordinances (provincial or municipal) that support, and cascade national policies related to HIV/AIDS education.	2.63	High
<b>C5</b>	<b>Media Misinformation.</b> The target stakeholders (mainly students, teachers, and school administrators) of the HIV/AIDS education program are receiving conflicting or contradictory ideas on HIV/AIDS (e.g., possibly bogus propaganda or fake news) which depreciates their level of knowledge and awareness.	2.63	High
<b>Over-all Weighted Mean</b>		<b>2.53</b>	<b>High</b>

*(Source: Authors’ Own Illustration)*

Table 12 shows the challenges of the current senior high school curriculum of the Laguna LCUs vis-à-vis HIV/AIDS education. Data from the table implies that there is a high challenge in terms of C1 – Social Stigma and Resistance with 2.75 as its mean score, C4 - No Strong Legal Basis or Framework, with 2.63 as its mean score; and C5 - Media Misinformation, with 2.63 as its mean



score. This indicates that the current curriculum should contain and address (to strengthen) the education of adolescents in terms of HIV/AIDS and how its stigma can be removed, and the stereotyping within the local community; also, to strengthen HIV/AIDS education that will reduce resistance from the students. This movement is supported by different authors and researchers (Fisher et al., 2006; Cornman et al., 2008) which proved that reduced risks through the implementation of different strategies, lessen or avoid HIV transmission and lower the risk behaviors of people that are HIV-positive.

In terms of the C4 issue, the government should see to it that local ordinance (provincial or municipal) that supports, and cascade national policies related to HIV/AIDS education be promulgated to strengthen the HIV/AIDS Health Education for the school curriculum.

In the C5 issue, the target stakeholders (mainly students, teachers, and school administrators) of the HIV/AIDS education program must coordinate and pave a way for the synchronization of their ideas on HIV/AIDS to reduce misinformation and confusion on the side of the learners. According to Simbayi et al (2009) HIV prevention models of interventions have been effective in reducing unsafe behavior.

## **6. Conclusion**

The study revealed that the knowledge and awareness of students on HIV/AIDS are on high levels; and that there is a very low Current State of HIV/AIDS Education in Laguna Local Colleges and Universities Vis-à-vis Senior High School curriculum; high status of opportunity, low status of strengths, high status of weakness, and high status on challenges for the current senior high school curriculum for the Laguna Local Colleges and Universities vis-à-vis HIV/AIDS education.

## **7. Limitation and Future Research**

The findings of this study must be treated with caution and may vary in other areas of the Philippines. This study only included a population of senior high school students in Laguna. It was approved by different schools; however, this study was based on the self-report of the senior high school students. These students had the option of not completing the survey questionnaire but given that they were asked by their teachers and given time to complete the survey while in school, some may have felt uncomfortable leaving school without completing the survey.

## 8. Recommendation

It was recommended that senior high school students must become more conscious on what level do they understand/know about HIV /AIDS; be transformed in terms of their attributes in becoming leaders (knowledgeable, aware, and informed) advocating about HIV/AIDS (prevention and protection) for every young person in every community. In addition, parents of students must become more acceptable and willing to tackle questions about HIV / AIDS education and discuss it with their children. The school administration must strengthen their HIV/AIDS education for senior high school students. Educators and peer counselors to acknowledge the additional facts from previous research that may be verified in this study so it will be beneficial to the practitioner in their functions as health care providers, educators, and counselors.

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