

**LEVEL OF KNOWLEDGE, ATTITUDE AND PRACTICES ON SAFE SEX
AMONG MARITIME STUDENTS**

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**LEVEL OF KNOWLEDGE, ATTITUDE AND PRACTICES ON SAFE SEX
AMONG MARITIME STUDENTS**

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Presented to the Faculty of the College of Nursing,
Midwifery and Radiologic Technology
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In Partial Fulfillment of the
Requirement for the Degree
Bachelor of Science in Nursing

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CERTIFICATE OF PANEL APPROVAL

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ABSTRACT

Safe sex is an important aspect of sexual health because it helps avoid sexually transmitted infections (STIs) and unwanted pregnancies and promotes general well-being. However, the effectiveness of these practices is often influenced by the individual's knowledge and attitude towards them. This study aimed to assess the level of knowledge and attitude towards safe sex among maritime students to promote better sexual health awareness and reduce the risk of sexually transmitted infections (STIs) and unintended pregnancies. This research study was anchored on the Health Promotion Model (1982) by Nola Pender. A quantitative, descriptive-correlational design was used, and a stratified random sampling technique was deployed. Data were gathered using a researcher-made and validated questionnaire administered to 253 maritime students from a higher education institution in Ozamiz City, Philippines. The instruments were validated using pilot testing to ensure reliability and validity. Mean, Standard Deviation, and Pearson Product-Moment Correlation Coefficient were used to analyze the data gathered. The results revealed that maritime students possess a very high level of knowledge, a highly positive attitude, and a very high level of practice toward safe sex, demonstrating strong awareness of protective measures and a willingness to apply them. Based on these findings, the researchers recommend strengthening sexual health education programs, promoting positive peer influence, enhancing risk awareness campaigns, and partnering with health care professionals to promote safe sex among maritime students.

Keywords: *attitude, knowledge, maritime students, practices, safe sex*

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INTRODUCTION

Background of the Study

Safe sex is an important aspect of sexual health because it helps avoid sexually transmitted infections (STIs), unwanted pregnancies, and promotes general well-being. Young people, while growing up, face important decisions about relationships, sexuality, and sexual behavior (Okafor et al., 2024). As sexual behaviors continue to evolve with changing societal norms, the need for comprehensive education and awareness has become increasingly evident. The consistent use of contraceptives, such as condoms, in conjunction with regular STI screening, represents fundamental strategies for safeguarding sexual health. However, the effectiveness of these practices is often influenced by the individual's knowledge and attitude towards them (Shitindi et al., 2023).

According to estimates by the World Health Organization (WHO), in 2020, more than 1 million sexually transmitted infections (STIs) were acquired every day worldwide. Early marriage and early and unintended pregnancy are global concerns for girls' health and education: in East and Southern Africa, pregnancy rates range 15-25%, some of the highest in the world (UNESCO, 2023). According to the records from the City Health Office, Ozamis City, sexually transmitted infections, particularly HIV and gonorrhea, continued to increase in Misamis Occidental since the mid-pandemic period in 2021. In 2024, the total number in the province increased to 252, including 52 cases of HIV and 15 cases of gonorrhea among males, specifically in Ozamis City. The youngest HIV diagnosis was in a 19-year-old, while the youngest gonorrhea case was recorded in a 10-year-old male. These figures represent only those individuals who underwent screening and diagnosis; some may avoid visiting the clinic due to embarrassment. This trend

highlights a concerning rise in sexually transmitted infections in the area over recent years.

Teenage pregnancy rates have also been rising, based on data gathered by the City Health Office in Ozamis City. In 2023, four cases were recorded among 10- to 14-year-olds, with an additional 198 cases in the 15- to 19-year-old age group. By 2024, from January to October alone, a total of 181 teenage pregnancies were recorded in the 15- to 19-year-old age group. These numbers reflect a concerning upward trend in teenage pregnancies each year. Combined with the increasing rates of sexually transmitted infections, including HIV and gonorrhea, in the area, this data underscores the importance of expanded reproductive health education and services to address these challenges.

The level of knowledge towards safe sex plays a pivotal role in determining how individuals engage in sexual behaviors that protect them from sexually transmitted infections (STIs) and unintended pregnancies (Inthavong et al., 2020). Recent studies continue to demonstrate that higher levels of sexual health knowledge are associated with consistent condom use, regular STI testing, and appropriate contraceptive practices (Shitindi et al., 2023). For instance, research by Kim et al. (2023) highlighted that comprehensive sexual education programs significantly improved adolescents' knowledge and positively influenced their intentions to engage in safe sex practices.

Conversely, persistent knowledge gaps contribute to misconceptions, negative attitudes toward contraceptive use, and increased engagement in risky sexual behaviors (Amaje et al., 2022). Young people with insufficient knowledge about reproductive health are less likely to negotiate condom use and may underestimate their susceptibility

to STIs or unintended pregnancy (UNESCO, 2022). Furthermore, disparities in knowledge based on gender, socioeconomic status, and cultural background have been identified as significant barriers to achieving equitable sexual health outcomes (Chandra-Mouli et al., 2021).

Attitudes towards safe sex among maritime students are shaped by multiple factors, including cultural beliefs, personal values, and the quality of sexual health education received. A recent study of maritime students in the Philippines revealed that while students may be aware of condom use and STI prevention, many still hold negative or ambivalent attitudes toward consistent safe sex practices due to stigma, embarrassment, or the misconception that condoms reduce sexual pleasure (Romagos et al., 2023).

These attitudes can be influenced by the highly masculine maritime environment, where risk-taking behavior is sometimes normalized, and discussions of sexual health remain taboo. Consequently, students may perceive condom use as unnecessary or as a sign of mistrust toward partners, undermining their willingness to engage in safer sexual behaviors (Martínez-Baquero & Vallejo-Medina, 2024). Studies have shown that comprehensive sexuality education, when adapted to the maritime context, can positively influence attitudes by promoting open dialogue about contraception, STI testing, and sexual negotiation skills (UNESCO, 2023). Furthermore, promoting a positive view of condom use as a responsible and normative behavior can help reduce stigma and foster a safer sexual culture among maritime students. As maritime students are likely to encounter diverse sexual environments during their careers, cultivating positive attitudes towards safe sex during their academic training is essential to protect their sexual health and that of their partners.

Maritime students occupy a unique position within the higher education landscape, as their training often includes prolonged shipboard placements and exposure to diverse ports of call, which can elevate their vulnerability to sexual health risks. Evidence suggests that maritime students face significant barriers to practicing safe sex, including limited access to sexual health services while on board, social isolation, and lack of consistent sexual health education (Alday & Paet, 2025). These challenges are compounded by high-stress environments and long periods away from familial and social support systems, which may contribute to risky sexual behaviors. Practices such as inconsistent condom use, lack of routine STI screening, and reliance on informal sources of sexual health information have been documented among maritime cadets, reflecting gaps in structured sexual health promotion within maritime curricula (Okafor et al., 2024).

Furthermore, maritime students' attitudes toward sexual behavior are shaped by cultural and ethical frameworks that can both positively and negatively influence their adoption of safe sex practices. A recent study examining maritime students' perspectives on sexual ethics found a tendency toward conservative attitudes, often stigmatizing premarital sex and discouraging open dialogue about sexual health (Romagos et al., 2023). While these values may reduce engagement in some risky behaviors, they can also inhibit students from seeking critical information and accessing preventive measures such as contraceptives or STI testing (UNESCO, 2022). Therefore, there is a compelling need for comprehensive, culturally sensitive sexual health education tailored explicitly to maritime students. Such programs should address not only biomedical aspects of sexual health but also the complex ethical, interpersonal, and occupational contexts that influence their practices. This approach may strengthen students' capacity to make

informed, responsible decisions that protect their sexual health during both academic training and future maritime careers.

Current studies have highlighted the need for sexual health education among university students to address knowledge gaps, reduce the risk of sexually transmitted infections (STIs), and contribute to achieving the Sustainable Development Goals (SDGs) related to health and well-being (Al-Gburi et al., 2023). However, limited research assesses the effectiveness of such interventions specifically designed for maritime students. Further research is necessary to identify the most effective strategies for reducing STI risks and promoting safe sex practices within this population. Such studies should also focus on developing tailored programs that go beyond providing information about STIs and contraception, aiming to change attitudes, encourage behavioral change, and address the distinct barriers faced by maritime students (Armayones et al., 2023). Addressing these gaps would support SDG targets related to health and reducing inequalities.

The purpose of this study is to assess and investigate the level of knowledge, attitude, and practices on safe sex among maritime students. Evaluating their knowledge allows educators and health policymakers to determine whether these students have accurate information about sexually transmitted infections (STIs), contraception, and safe sex practices. Measuring their attitudes helps reveal underlying beliefs or cultural norms, and potential stigma that could encourage or discourage protective sexual behaviors.

Assessing their practices provides concrete evidence about whether they are consistently engaging in safe sex measures, such as condom use or routine STI testing. By understanding their knowledge, attitudes, and practices, researchers anticipate that

this research will provide insights that can be used to implement effective strategies to promote responsible sexual behavior, reduce the incidence of STIs and unintended pregnancies, and support the overall health and well-being of this vulnerable and mobile student population.

Theoretical Framework

This research study was anchored on the Health Promotion Model (1982) by Nola Pender. Nola Pender's Health Promotion Model (HPM) is a framework designed to understand and promote health-enhancing behaviors. Developed in 1982 and revised in 1996, it emphasizes the proactive nature of individuals in improving and maintaining their health, rather than merely addressing disease prevention. The model integrates behavioral science perspectives and nursing theory to guide interventions for positive lifestyle changes. According to Pender (1982), if individuals believe that the benefits of healthy behavior outweigh the barriers, they are more likely to adopt it. The HPM emphasizes that promoting health is not just about avoiding illness but about actively enhancing one's quality of life by making better choices.

The Health Promotion Model (HPM) can effectively structure a study on maritime students' knowledge and attitudes regarding safe sex by examining the factors that influence their health behaviors. This model suggests that personal factors—such as students' prior experiences and current knowledge—shape their attitudes toward safe sex. It also emphasizes the role of students' confidence in practicing safe sex (self-efficacy) and their perceptions of the benefits and barriers associated with these practices. In relation to the variable of knowledge, the model highlights the importance of prior-related behavior and personal cognitive factors, which affect how individuals process and

retain health information. When students are informed about STIs, contraception, and reproductive health, they become more aware of the consequences of unsafe sex and more likely to adopt preventive behaviors.

In terms of attitude, the HPM's constructs of perceived benefits (e.g., protection from disease or unintended pregnancy) and perceived barriers (e.g., embarrassment or lack of access to protection) explain how students form positive or negative beliefs toward safe sex practices. Emotional responses, shaped by the individual's values and experiences, also influence their willingness to engage in these behaviors. Meanwhile, practices are influenced by the concept of commitment to a plan of action and self-efficacy-the belief in one's ability to consistently perform a behavior despite challenges. Students with high self-efficacy are more likely to practice safe sex regularly and effectively. These theoretical concepts give structure to the knowledge-attitude-practice framework used in this study.

Several researchers have used the HPM to study behaviors across several health areas, including the sexual behavior of people with sexually transmitted infections and preventing unwanted pregnancy. For instance, Santos et al. (2022) utilized Pender's HPM to examine reproductive health behaviors among adolescents, emphasizing how knowledge and attitudes influence safe practices. Garcia et al. (2022) applied the model in studying sexual health education among Filipino college students, showing the role of perceived self-efficacy and benefits in promoting condom use. Similarly, Nguyen et al. (2020) used the HPM to explore HIV-preventive behaviors, demonstrating how enhanced knowledge and positive attitudes contribute to protective practices. The model provides a framework to explore how these cognitions influence actual behaviors among students.

One of the nursing models that has been widely considered in the field of health promotion is Pender's Health Promotion Model. In the context of sexual health, this means not only preventing STIs and unwanted pregnancies but also fostering a positive, informed approach to sexual relationships. The model supports a broad understanding of health that is relevant to comprehensive sexual health education. It provides a robust framework for understanding how knowledge and attitudes influence health-promoting behaviors, specifically safe sex practices, among maritime students.

Conceptual Framework

Maritime students often face unique challenges, including extended periods away from home, cultural diversity in ports of call, high-risk environments, and different beliefs, which can influence their views on safe sex. Explore the significant relationship between the respondents' level of knowledge and practice on safe sex (Magsino et al., 2023). By examining these factors, targeted strategies will be developed that empower maritime students with accurate information and resources, ultimately improving safe sex practices.

Knowledge of safe sex refers to the understanding and awareness of strategies, behaviors, and measures that reduce the risk of sexually transmitted infections (STIs) and promote overall sexual well-being. Students may acquire incorrect knowledge about sex, which may affect their beliefs, attitudes, subjective norms, and behavioral intentions regarding sexual behavior, and subsequently affect their social development and behavior (Lin et al., 2021). The perception of risks associated with unsafe sex may be influenced by various factors such as educational background, peer influence, and limited access to health education (Widman et al., 2016). Limited formal education often leads to

misconceptions about safe sexual practices, increasing risks of sexually transmitted infections (STIs) (Inthavong et al., 2020). It is essential to acknowledge the local context and develop solutions that foster education in order to reduce unsafe sex practices and promote well-being.

Beliefs and effectiveness. Beliefs refer to the convictions, thoughts, or opinions that individuals hold to be valid. In contrast, effectiveness refers to the degree to which a desired outcome or goal is achieved. The study of Jahanfar et al. (2022) found that beliefs about safe sex practices are varied, with some students exhibiting high awareness, while others are less informed, making safe sex education crucial. However, societal taboos often obstruct access to accurate information and essential services, perpetuating ignorance, fear, and discrimination. These taboos vary widely between cultures and contexts, profoundly affecting individuals' health, rights, and quality of life (Mohd et al., 2024).

Perception of risks refers to an individual's understanding or awareness of the potential risks associated with sexual activity, particularly in relation to sexually transmitted infections (STIs). A study by Obeagu et al. (2024) stated that perceived risk is a crucial construct in understanding why people engage in behaviors that increase their risk of contracting STIs or how to change these behaviors. An individual's perception of the risk of unsafe sex practices is a critical determinant of sexual behavior. For example, Kengeya-Kayondo and colleagues found that about 51% of adults in southwestern Uganda considered themselves to be at risk of STI infection, exemplifying the role of risk perception in influencing behavior. This perception can lead to healthier sexual practices

if individuals are educated and aware of the potential consequences of unsafe sexual activity (Ventura-Miranda et al., 2023).

The value of education refers to the importance of informing individuals about how to engage in sexual activities in ways that minimize risks to health and well-being. Students may acquire incorrect knowledge about sex, which may affect their beliefs, attitudes, subjective norms, and behavioral intentions regarding sexual behavior, and subsequently affect their social development and behavior (Wang et al., 2022). A study of Lameiras-Fernández et al. (2021) found that adolescents may desire guidance to build positive and respectful relationships, yet lack access to comprehensive education or open communication channels. For instance, an intervention among college students significantly improved knowledge about sexually transmitted infections and increased the likelihood of practicing safer sex (Inthavong et al., 2020)

Attitude on safe sex refers to their perceptions, beliefs, and dispositions toward engaging in behaviors that reduce the risk of sexually transmitted infections (STIs) and unintended pregnancies. A high level of attitude toward safe sex practices can be understood as the perception, knowledge, and positive behavioral intentions they exhibit to engage in responsible sexual behaviors to prevent sexually transmitted infections (STIs) (Kisaakye et al., 2023). Students' attitudes toward safe sex are shaped by a combination of knowledge, social influences, cultural values, personal experiences, and individual beliefs. Such a decision is influenced by peer norms and peer influences, which are central in students' development of health-related behaviors (Peçi, 2017).

Peer influence refers to the impact that peers or social groups have on an individual's sexual behavior and attitudes towards practices such as contraceptive use and

STI prevention. Positive peer pressure, such as peers advocating for contraceptive use or discussing the importance of STI awareness, can encourage safer sexual behaviors (Namuwonge et al., 2024). However, negative peer influence, where peers downplay risks or encourage unprotected sex, can lead to increased risk-taking (Bexkens et al., 2019).

Willingness to learn refers to an individual's openness, interest, and readiness to gain knowledge and skills related to engaging in sexual activities in a way that reduces risks such as sexually transmitted infections (STIs). According to Chavula et al. (2022), social influences, including peer pressure, parental guidance, and the presence of supportive relationships, can either encourage or hinder learning about safe sex. Additionally, access to accurate and culturally sensitive educational resources significantly impacts willingness, as misinformation or judgmental environments may deter engagement (Ahad et al., 2023).

Intent to practice refers to an individual's determination or willingness to engage in sexual behaviors that minimize the risk of sexually transmitted infections (STIs), including HIV, and unintended pregnancies. According to previous studies, people's attitudes, subjective norms, and perceived behavioral control affect their behavioral intentions and thus change their behaviors (Lin et al., 2021). Such factors that influence their intention to practice safe sex, including lack of access to adequate information, services, and cultural norms, leave young individuals vulnerable to harmful behaviors and exploitation (Rivenes et al., 2024).

Practices on safe sex refer to sexual activity and especially sexual intercourse in which various measures such as the use of latex condoms or the practice of monogamy

are taken to avoid sexually transmitted infections (STIs), such as the human immunodeficiency virus (HIV). The need for sexual health education to improve students' practices regarding sexually transmitted infections suggests that enhanced knowledge can lead to better health practices among students (Rivenes et al., 2024). Many studies that included female and male adolescents from West Africa, southwestern Nigeria, and Cameroon showed a positive effect after peer education intervention on the willingness to buy contraceptives, knowledge of contraceptives, attitudes toward contraceptives, and self-efficacy in contraception. The low level of sexual knowledge and the risky sexual behavior of the Filipinos contribute to the increased prevalence of sexually transmitted infections (STIs) and teenage pregnancy (Tanaka et al., 2020). However, other studies indicated that educational intervention alone may not increase contraceptive use among adolescents (Wondimagegene et al., 2023). An intervention including students' feelings or perceptions towards engaging in safe sex practices, including the perceived importance and benefits of practicing safe sex, can also lead to better outcomes (Ventura-Miranda et al., 2023).

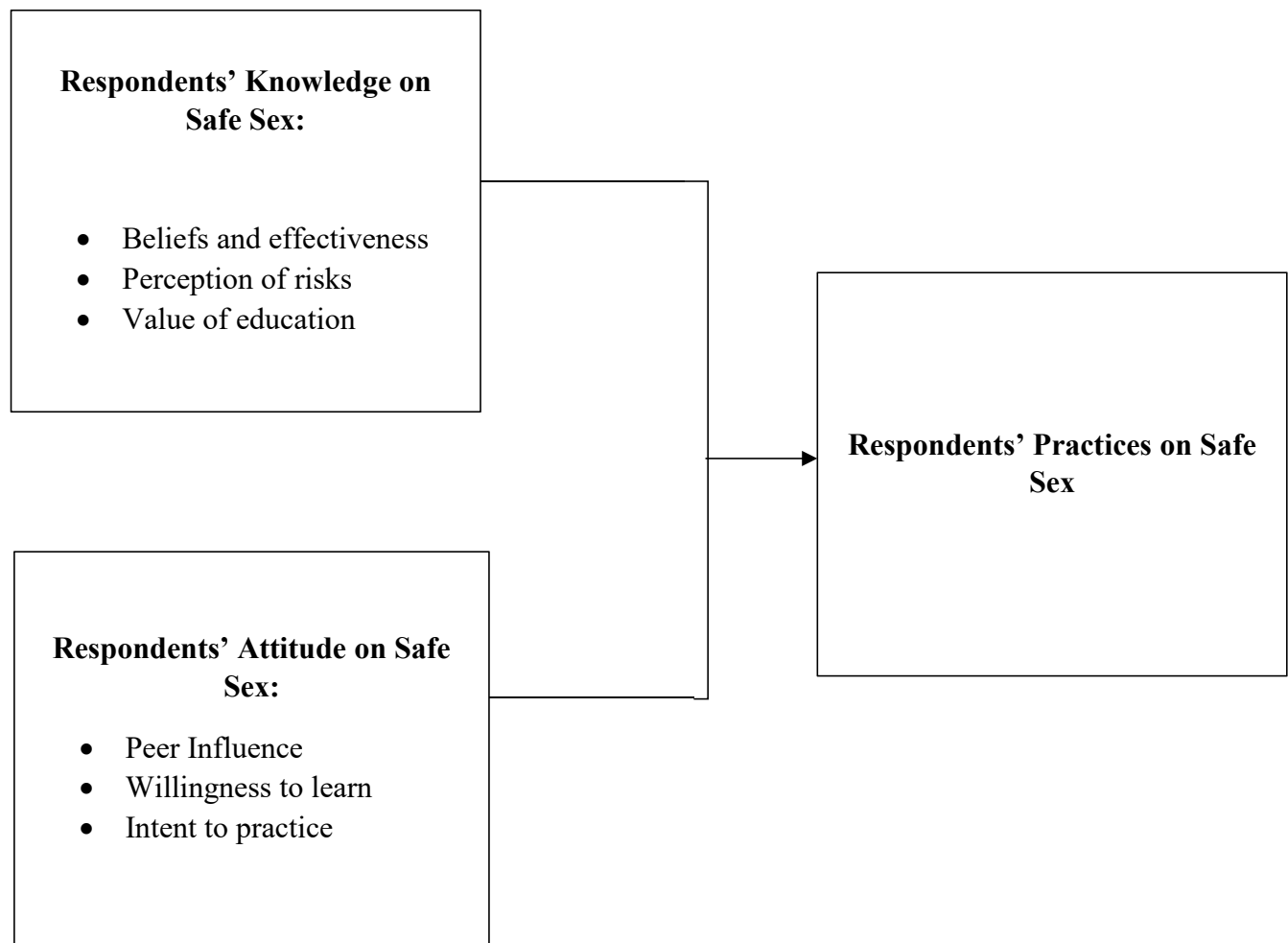


Figure1. Schematic Presentation of the Study

Objectives of the Study

This study aimed to assess the level of knowledge and attitude towards safe sex practices among maritime students in order to promote better sexual health awareness and reduce the risk of sexually transmitted infections (STIs) and unintended pregnancies.

The study sought to answer the following questions: (1) Assess the respondents' level of knowledge on safe sex in terms of belief and effectiveness, perception of risks, and value of education. (2) Determine the respondents' level of attitude towards safe sex in terms of peer influence, willingness to learn, and intent to practice. (3) Determine the respondents' level of practice on safe sex. (4) Explore the significant relationship between the respondents' level of knowledge and practice on safe sex. (5) Explore the significant relationship between the respondents' level of attitude and practice on safe sex.

It is hypothesized that, (HO1) there is no significant relationship between the level of knowledge in terms of belief and effectiveness, perception of risks, and value of education and practices on safe sex, and (HO2) there is no significant relationship between the level of attitude in terms of peer influence, willingness to learn, and intent to practice among maritime students and practices on safe sex.

Significance of the Study

This study examines Maritime students' knowledge and attitudes about safe sex practices, which are essential for promoting sexual activity that is both responsible and informed. Understanding students' perspectives on safe sex practice is vital because it has the potential to improve sexual health, prevent disease, inform education and policy, and contribute to overall well-being across various populations. This research also informs healthcare providers in developing targeted educational programs and policies tailored to their needs, ensuring that these students are equipped with the skills and understanding necessary to make informed decisions about their sexual health. Additionally, fostering a positive attitude towards safe sex practices among maritime students not only benefits their personal well-being but also has broader implications for the communities. By addressing this critical issue, the study contributes to the broader goal of promoting health equity and empowering young adults with the tools to lead healthier lives, thereby reducing the social and economic burdens associated with poor sexual health outcomes.

RESEARCH METHODOLOGY

This section presents the research design, setting, respondents, sampling method, instruments used, data gathering procedure, ethical considerations, and data analysis techniques.

Design

The study utilized a quantitative, descriptive-correlational design. The quantitative approach is the traditional scientific method, which uses a general set of orderly, disciplined procedures to acquire information and moves in an orderly and systematic fashion. A quantitative correlational research design was used to examine the relationships between two or more variables to determine the strength and direction of their association (Metler, 2019). The chosen design is appropriate as it allows for the measurement of key variables such as knowledge, attitude, and practices on safe sex, and enables the identification of potential relationships among them. By employing this approach, the study systematically quantifies and analyzes how these variables interact and influence each other.

Environment

This study was conducted in one of the higher education institutions in Ozamiz City, which caters to our specific respondents. A private, non-sectarian institution known for its strong emphasis on quality education and community service. It offers a wide range of programs from undergraduate to graduate levels across various disciplines. The university is known for its well-structured curriculum, state-of-the-art training facilities, and dedicated faculty, making it an ideal setting for examining the level of knowledge and attitudes of maritime students regarding practices on safe sex. By selecting this

institution, the study aligns itself with a premier maritime education provider, ensuring that the results are relevant and applicable to similar educational settings.

Respondents of the Study/ Unit of Analysis and Sampling Procedure

The researchers utilized 253 maritime students. The focus was on those who were currently in their first to third year levels since they may have been exposed to sexual practices. A stratified random sampling technique was deployed. Stratified random sampling divides a population into distinct subgroups (strata) based on specific characteristics. A random sample was then taken from each stratum, either proportional to its size in the population or equally and combined to form a representative sample. This population consisted of 278 first-year students, 261 second-year students, and 197 third-year students. To ensure proportional representation, each year level was allocated a sample size based on its share of the total population. As a result, 95 first-year students, 89 second-year students, and 67 third-year students were selected to participate in the study. This proportional allocation ensured that each subgroup was fairly represented. To randomly select respondents within each stratum, the researchers employed the "Spin the Wheel" method, which promoted fairness and reduced selection bias. This structured and systematic sampling approach ensured that the data collected were representative, reliable, and suitable for accurate analysis.

Data Gathering Instruments

A researcher-made questionnaire was used for data collection. The questionnaire consisted of three sections:

A. Respondents' Knowledge on safe sex Questionnaire. This tool was used to determine the level of understanding of the respondents. It contains three constructs,

namely: belief and effectiveness, perception of risks, and value of education. It is a 4-point Likert Scale with the following responses: 4 - Strongly Agree; 3 - Agree; 2 - Disagree; 1 - Strongly Disagree.

B. Respondents' Attitude on safe sex practices Questionnaire. This tool was used to determine the attitudes of the respondents towards safe sex practices. It contains three constructs, namely: peer influence, willingness to learn, and intent to practice. It is a 4-point Likert Scale with the following responses: 4 –Strongly Agree; 3 - Agree; 2 - Disagree; 1 – Strongly Disagree.

C. Respondents' Practices on safe sex Questionnaire. This tool was used to determine safe sex practices. It is a 4-point Likert Scale with the following responses: 4 - Strongly Agree; 3 - Agree; 2 - Disagree; 1 - Strongly Disagree.

Data Gathering Procedure

Prior to its distribution, the researchers sought and obtained formal permission from the Dean of the College of Nursing, Midwifery, and Radiologic Technology, as well as from the Dean of the College of Maritime Education. Upon securing approval, the researchers requested the master list of students from each year level and block to facilitate the sampling process. To ensure a stratified sampling approach, the “Spin the Wheel” method was employed to randomly select participants from each stratum. The selection was guided by the continuum formula, which determined the appropriate number of respondents per year and block. Once selected, the data were systematically tabulated for analysis and interpretation.

Validity and Reliability of the Instrument

The questionnaire was evaluated and validated by a panel of experts to ensure its relevance, clarity, and alignment with the study objectives. To further establish the reliability of the instrument, it was pilot tested on a group of 20 maritime students who were not included in the final sample of respondents. Their responses were analyzed using Cronbach's Alpha, a widely accepted statistical measure of internal consistency. The results of the reliability analysis indicated high internal consistency across all three variables: Knowledge ($\alpha = 0.9674$), Attitude ($\alpha = 0.9608$), and Safe Sex Practices ($\alpha = 0.9487$). These values, all exceeding the standard threshold of 0.70, demonstrate that the items within each section of the questionnaire consistently measured the same underlying construct. The high alpha coefficients also confirm that the instrument is capable of producing stable and reliable results in repeated applications, thereby affirming both its validity and reliability for use in the study.

Scoring Guidelines

A researcher-made questionnaire is the primary tool for data collection, which consists of three distinct parts:

A. Respondents' Knowledge on safe sex Questionnaire. In assessing the knowledge about safe sex practice, the following scale was used:

Weight	Response	Continuum	Interpretation
4	Strongly Agree	3.41- 4.00	Very High (VH)
3	Agree	2.61- 3.40	High (H)
2	Disagree	1.81- 2.60	Low (L)
1	Strongly Disagree	1.00- 1.80	Very Low (VL)

B. Respondents' Attitudes on safe sex Questionnaire. In assessing the attitudes towards safe sex, the following scale was used:

Weight	Response	Continuum	Interpretation
4	Strongly Agree	3.41- 4.00	Very Good (VG)
3	Agree	2.61- 3.40	Good (G)
2	Disagree	1.81- 2.60	Poor (P)
1	Strongly Disagree	1.00- 1.80	Very Poor (VP)

C. Respondents' Practices on safe sex Questionnaire. In assessing the practice on safe sex, the following scale was used:

Weight	Response	Continuum	Interpretation
4	Strongly Agree	3.41- 4.00	Very Good (VG)
3	Agree	2.61- 3.40	Good (G)
2	Disagree	1.81- 2.60	Poor (P)
1	Strongly Disagree	1.00- 1.80	Very Poor (VP)

Statistical Treatment

The data from the use of the questionnaire were tabulated, evaluated, analyzed, and interpreted using appropriate statistical tools.

Mean and Standard Deviation. These statistical tools were utilized to assess the knowledge, attitude, and safe sex practice among respondents in the study.

Pearson Product-Moment Correlation Coefficient was used to determine relationships between respondents' knowledge and attitudes towards safe sex among maritime students.

Ethical Consideration

The researchers secured authorization from the Dean of the College of Nursing, Midwifery, and Radiologic Technology, followed by the Dean of the College of Maritime Education. It was accomplished by personally delivering a consent letter outlining the study's objectives and purpose. Following institutional approval, informed consent was sought from the study respondents through a consent letter. The study guarantees the protection of respondents' privacy, maintains confidentiality of the data, and preserves the anonymity of all individuals involved. Respondents were provided with sufficient time to consider their involvement in the study. The researcher ensures that each respondent understands their right to withdraw from the study at any point without any consequences. Furthermore, the researcher assured that the results will only be used for the purposes stated in the study and will not be used for purposes beyond the study undertaken. Collected data will be securely stored until the study is completed and published. Data will undergo heat, shredding, or pulverizing when the study is completed.

RESULTS AND DISCUSSION

This section presents, analyzes, and interprets the data of the study, which are arranged according to the following topics:

Respondents' Knowledge on Safe Sex

Respondents' Attitude on Safe Sex

Respondents' Practices on Safe Sex

Explore the Significance Relationship between Respondents' Level of Knowledge and Practices on Safe Sex

Explore the Significance Relationship between Respondents' Attitudes and Practices on Safe Sex

Respondents' Knowledge on Safe Sex

Table 1 presents the respondents' knowledge on safe sex. The table outlined the mean scores and standard deviations for three key constructs: beliefs and effectiveness, perception of risks, and value of education. These scores are interpreted using a standardized scale, where a mean range of 3.41 to 4.00 signifies a "Very High" level of knowledge. The data shows that students across all constructs demonstrate a strong understanding of safe sex practices.

The findings indicated that maritime students possess a very high level of knowledge regarding safe sex practices, as reflected by the overall mean score of 3.64 and a standard deviation of 0.53 and among the three constructs, beliefs and effectiveness received the highest mean score of 3.69, suggesting that students are well-informed about the benefits of protective measures such as condoms and contraceptives in preventing sexually transmitted infections (STIs) and unplanned pregnancies. It demonstrates their confidence in the effectiveness of safe sex practices. The construct value of education received a mean score of 3.63, indicating that students recognize the importance of formal education and awareness programs in fostering responsible sexual behavior. Lastly, perception of risks had the lowest mean score of 3.60, though it still falls within

the "Very High" range. It may indicate minor gaps in their recognition of potential consequences or a slight underestimation of certain risks associated with unsafe sex.

These findings aligned with a study conducted by Power et al. (2024), which emphasized that higher self-efficacy in condom communication, along with positive beliefs about their partners' attitudes toward condom use, significantly contributes to consistent use. The researchers concluded that a strong belief in the effectiveness of protective measures plays a crucial role in fostering safer sexual behaviors, which aligns with the high score under the "beliefs and effectiveness" construct. Similarly, Romero et al. (2023) highlighted that increased exposure to comprehensive sexual education directly correlates with improved awareness and responsible sexual decision-making among students. They affirmed that access to accurate information and health services influences students' attitudes and behaviors toward safe sex. Their findings support the importance of the "value of education" construct in the current study. Furthermore, Romagos et al. (2023) reported that university students with stronger educational backgrounds and a better understanding of sexual health risks tend to exhibit more responsible behavior. Their research emphasized that targeted interventions and culturally sensitive educational campaigns can strengthen students' understanding and improve risk perception, validating even the slightly lower but still strong score for "perception of risks."

The implications of these findings are noteworthy. The very high level of knowledge exhibited by the maritime students indicates that they are generally well-prepared to make informed choices regarding their sexual health. Their strong belief in the effectiveness of protective measures and the value they place on education suggest a positive attitude toward practicing safe sex. However, the slightly lower awareness

regarding risk perception points to a need for further strengthening of educational efforts. By enhancing targeted sexual health programs, especially those that highlight real-life consequences and reinforce risk awareness, students can be empowered to make even safer decisions. Overall, these findings support the importance of continuing and expanding comprehensive sexual education efforts within maritime institutions to maintain and build upon this strong foundation of knowledge.

Table 1

Respondents' Knowledge on Safe Sex

Constructs	Mean	StDev	Interpretation
Beliefs and effectiveness	3.69	0.49	VH
Perception of risks	3.60	0.54	VH
Value of education	3.63	0.55	VH
Overall Mean	3.64	0.53	VH
<i>Legend:</i> 3.41- 4.00 – Very High (VH) 1.81- 2.60 – Low 2.61- 3.40 – High (H) 1.00- 1.80 – Very Low (VL)			

Respondents' Attitudes on Safe Sex

Table 2 shows the level of attitude of maritime students toward safe sex practices across three constructs: peer influence, willingness to learn, and intent to practice. The overall mean score is 3.52 with a standard deviation of 0.63, which falls under the "Very Good" (VG) category. All three components were individually rated as Very Good, with intent to practice scoring the highest at 3.57, followed by willingness to learn (3.53), and peer influence (3.50). These scores suggest a consistent and strong positive attitude among the respondents.

These findings indicate that maritime students hold a very favorable view towards safe sex practices. The high mean scores across all three constructs show that maritime students are strongly inclined to practice safe sex, are open to learning more about sexual health, and are positively influenced by peers who promote responsible behavior. The slightly higher score in intent to practice may suggest that students are not only informed and open-minded but are also ready to take action when it comes to safe sex decisions.

These results are consistent with recent studies emphasizing the role of attitude in shaping sexual health behavior. According to Lin et al. (2021), students with high levels of intent and willingness show a greater likelihood to practice safe sex consistently, particularly when influenced by positive peer norms. Garcia & Santos (2020) further support this by stating that Filipino college students are more likely to engage in responsible sexual behaviors when peer environments are supportive. Similarly, Wang et al. (2022) highlighted that favorable attitudes and intentions are crucial for reducing risky sexual behaviors among young adults. The "Very Good" attitude shown by the maritime students suggests that ongoing education and peer-based programs can effectively reinforce safe sex practices in both academic and eventual work environments like those at sea.

Table 2

Respondents' Attitude on Safe Sex

Constructs	Mean	StDev	Interpretation
Peer Influence	3.50	0.62	VG
Willingness to learn	3.60	0.54	VG
Intent to practice	3.63	0.55	VG
Overall Mean	3.64	0.53	VG
<i>Legend:</i> 3.41- 4.00 – Very Good (VG) 1.81- 2.60 – Poor (P) 2.61- 3.40 – Good (G) 1.00- 1.80 – Very Poor (VP)			

Respondents' Practices on Safe Sex

Table 3 presents the level of safe sex practices among maritime students based on the responses gathered through a research questionnaire. The practices yielded a mean score of 3.59 with a standard deviation of 0.55. According to the interpretation scale used in the study (3.41–4.00 = Very High), this result indicates that the respondents, on average, report a very high level of engagement in safe sex behaviors. It reflects a strong commitment to practicing protective measures during sexual activity.

The mean score of 3.59 suggests that most of the students frequently apply safe sex practices in their sexual behavior, such as using condoms, avoiding risky situations, and taking personal precautions during sexual activity. The standard deviation of 0.55 provides additional insight into how consistently these practices are observed across the sample. In statistical terms, the standard deviation shows the degree of variation or spread from the average. A low standard deviation (closer to 0) means that most respondents gave answers close to the mean, indicating uniformity or consistency in behavior. In contrast, a high standard deviation would indicate that the responses were more spread

out, meaning some students may report high levels of practice while others report very low levels. Therefore, in this context, the standard deviation of 0.55, while not extremely low, still suggests a reasonably consistent pattern of safe sex practices among the group, with only slight variation. It reflects that the majority of maritime students are not just aware but are similarly and actively practicing safe sex behaviors.

The mean score of 3.59 suggests that most of the students frequently apply safe sex practices in their sexual behavior, such as using condoms, avoiding risky situations, and taking personal precautions during sexual activity. The standard deviation of 0.55 provides additional insight into how consistently these practices are observed across the sample. In statistical terms, the standard deviation shows the degree of variation or spread from the average. A low standard deviation (closer to 0) means that most respondents gave answers close to the mean, indicating uniformity or consistency in behavior. In contrast, a high standard deviation would indicate that the responses were more spread out, meaning some students may report high levels of practice while others report very low levels. Therefore, in this context, the standard deviation of 0.55, while not extremely low, still suggests a reasonably consistent pattern of safe sex practices among the group, with only slight variation. It reflects that most of the maritime students are not just aware but are similarly and actively practicing safe sex behaviors.

These findings are consistent with recent literature that emphasizes the importance of behavior-focused interventions and consistent practices among young adults. For instance, Phiri et al. (2024) conducted a study in Malawi and found that peer-group interventions significantly improved safe sex practices, especially in condom use, among young people. The authors concluded that community-based efforts and shared

learning environments helped normalize consistent protective behaviors and reduced variation among participants. Similarly, Santos et al. (2024) examined predictors of condom use among college students. They identified that perceived benefits, social influences, and confidence in one's ability to use protection were all significantly associated with regular practice. Their research also emphasized that shared social norms within peer groups often lead to more uniform behavior, thus lowering standard deviations in practice levels. Moreover, Delgado et al. (2023) found in a university-based study that students with consistent access to information and peer support systems were more likely to report regular and responsible sexual behavior, with minimal variation across the sample, confirming the value of structured support environments in enhancing consistency in safe sex practices.

The results of this study highlight a positive and encouraging trend among maritime students when it comes to safe sex practices. The very high mean reflects a strong commitment to applying protective measures, and the moderate standard deviation shows a reasonably consistent application of these behaviors across the group. This level of consistency is crucial in reducing the risk of sexually transmitted infections (STIs), unplanned pregnancies, and other health complications. Given these results, educational institutions should continue to strengthen safe sex education programs by using peer-led discussions, accessible resources, and interactive sessions that reinforce consistent behavior. By promoting both knowledge and practice, and by ensuring minimal variation in behavior across student populations, institutions can help foster a culture where safe sex is not just understood, but actively and uniformly practiced.

Table 3
Respondents' Practices on Safe Sex

Constructs	Mean	StDev	I
Practices	3.59	0.55	VH
Overall Mean	3.59	0.55	VH
<i>Legend:</i> 3.41- 4.00 – Very High (VH) 1.81- 2.60 – Low (L) 2.61- 3.40 – High (H) 1.00- 1.80 – Very Low (VL)			

Explore the Significant Relationship Between Respondents' Knowledge and Practices on Safe Sex

This part of the study presents the significant relationship between respondents' knowledge and practice on safe sex. The results in Table 4 show that all three knowledge-related constructs, beliefs and effectiveness, perception of risks, and value of education, have a highly significant correlation with safe sex practices, as evidenced by their respective correlation coefficients and p-values ($p = 0.00$). Since these p-values fall within the critical range (0.00–0.01), the null hypothesis (H_0 : There is no significant relationship between knowledge and safe sex practices) is rejected for all three constructs. It statistically confirms that as students' knowledge about safe sex increases, their actual engagement in safe sex practices also tends to increase.

Among these constructs, the value of education exhibits the strongest correlation ($r = 0.800$), suggesting that students who understand and appreciate the importance of sexual health education are significantly more likely to apply safe sex practices in real life. This finding underscores the vital role of formal education, seminars, and awareness campaigns in shaping students' behaviors. Educational programs that emphasize the consequences of unsafe sex and the benefits of protective behaviors can effectively

encourage responsible decision-making. Similarly, beliefs and effectiveness also show a strong correlation ($r = 0.708$), indicating that students who have confidence in the effectiveness of contraceptives and protective measures such as condoms are more likely to practice safe sex. This reflects the role of personal belief systems and perceived control in influencing behavioral outcomes. Meanwhile, perception of risks, although the lowest among the three ($r = 0.669$), still reflects a highly significant relationship, pointing to the importance of understanding the potential dangers associated with unsafe sex, such as STIs and unplanned pregnancies. However, it also suggests that knowledge alone may not be enough; factors such as peer influence, cultural values, and individual experiences may also affect whether students act on what they know.

According to Kraemer (2021), these findings collectively affirm that enhancing students' knowledge through structured educational programs can positively influence their attitudes and behaviors toward safe sex, ultimately reducing the risks associated with STIs and unplanned pregnancies. Similarly, Phiri et al. (2024) found in a peer-led sexual health intervention conducted in Malawi that improved knowledge and educational engagement significantly increased consistent condom use and decreased risky sexual behavior, highlighting the transformative role of education in shaping practice. Furthermore, Santos et al. (2024) emphasized that among college students, belief in the effectiveness of protection, perceived benefits of safe sex, and social influences were strong predictors of actual behavior, aligning directly with the findings under the "beliefs and effectiveness" construct. Finally, Castillo et al. (2023) confirmed that when students feel empowered by education, both formal and informal, they are

significantly more likely to apply their knowledge, especially when they believe in their ability to make healthy decisions regarding sexual behavior.

The results confirm that knowledge plays a critical role in shaping safe sex practices among maritime students. The strong correlation between the value of education and safe sex practices highlights the importance of comprehensive sexual health education in promoting responsible decision-making. These findings suggest that enhancing students' knowledge through structured educational programs can positively influence their attitudes and behaviors toward safe sex, ultimately reducing the risks of sexually transmitted infections (STIs) and unplanned pregnancies. These results should encourage academic institutions to further strengthen their sexual health education efforts, using a holistic approach that not only delivers accurate information but also builds students' confidence in applying it effectively in real-life situations.

Table 4

Significant Relationship Between Respondents' Knowledge and Practices on Safe Sex

Constructs	Safe Sex Practices
Beliefs and effectiveness	r=0.708 p=0.00** Reject Ho
Perception of risks	r=0.669 p=0.00** Reject Ho
Value of education	r=0.800 p=0.000** Reject Ho

Ho: There is no significant relationship between respondents' knowledge and practices on safe sex
*Legend: 0.00-0.01** Highly Significant, 0.02-0.05* Significant, above 0.05 Not Significant*

Explore the Significance Relationship between Respondents' Attitude and Practices on Safe Sex

The results in Table 5 show a strong and meaningful connection between students' attitudes, specifically peer influence, willingness to learn, and intent to practice, and how often they follow safe sex practices. The attitude of peer influence had a correlation of $r = 0.817$ with a p-value of 0.00, indicating a highly significant effect. Willingness to learn had an even stronger correlation of $r = 0.850$, and intent to practice was the highest at $r = 0.895$, both also with p-values of 0.00. These results prove that students who have more positive attitudes toward safe sex are more likely to practice it. Because all p-values are below 0.01, the null hypothesis, which says there is no significant relationship, is rejected.

These findings clearly show that attitude plays an important role in students' sexual behavior. Students who firmly intend to practice safe sex are more likely to actually do it. Those who are open and willing to learn about sexual health are also more prepared to make responsible choices. Lastly, students who their peers positively influence are encouraged to follow safe sex practices as well. Even though peer influence had the lowest correlation among the three, it still had a significant effect, showing that friends and classmates can shape one's decisions.

It supports the findings of Torres-Cortés et al. (2023), who reviewed several sexuality education programs and found that students showed better attitudes and stronger intentions toward safe sex when the lessons were based on behavior-change theories and used active, engaging methods. Programs that involved group participation and trained facilitators were especially effective because they helped students think more about their choices and develop confidence in protecting themselves.

In addition, Muraleetharan et al. (2021) explained that peer-led education is an effective and lasting way to teach young people about sexual health. According to their study, students are more likely to listen and learn when the information comes from someone their age. Peer educators help reduce embarrassment or fear, make conversations about sex more comfortable, and bridge the gap between students and formal health services.

Altogether, these findings show that creating a positive and supportive learning environment is key to encouraging safe sex behavior. Schools should go beyond merely providing information; they should also inspire students to develop strong intentions, remain open to learning, and leverage peer relationships to promote awareness. Programs that include peer-led sessions, open discussions, and school-wide health campaigns can lead to better decisions and fewer risks. It can help reduce the number of sexually transmitted infections (STIs) and unplanned pregnancies among students, especially those in the maritime field, who may be at higher risk due to long periods away from home and unique social environments.

Table 5.

Significant Relationship Between Respondents' Attitude and Practices on Safe Sex

Constructs	Safe Sex
Peer influence	r=0.817 p=0.00** Reject Ho
Willingness to learn	r=0.850 p=0.00** Reject Ho
Intent to practice	r=0.895 p=0.00** Reject Ho

Ho: There is no significant relationship between respondents' attitude and practices on safe sex.

*Legend: 0.00-0.01** Highly Significant, 0.02-0.05* Significant, above 0.05 Not Significant*

CONCLUSION AND RECOMMENDATION

This final chapter of the study provides a summary of the problem, methodology used, and study results, followed by conclusions and recommendations for students, educators, university administration, and future researchers.

Conclusion

Based on the findings, the researchers were able to conclude the following:

1. The study reveals that maritime students possess a very high level of knowledge about safe sex practices, demonstrating strong awareness of protective measures and a willingness to apply them. Their awareness of the potential consequences of unsafe sex, such as infection and unwanted pregnancy, was notably high, even though this component scored slightly lower than the others. These findings suggest that maritime students are not only aware of safe sex practices but also understand the reasons behind them, which is a critical factor in promoting responsible sexual behavior within this population.
2. The study revealed that maritime students also demonstrate a very high level of positive attitude toward the practice of safe sex. This overall favorable attitude reflects a readiness not only to accept but also to advocate for safe sex practices among their peers. Such positive dispositions are essential in translating knowledge into consistent, health-promoting behavior, reinforcing the importance of attitudinal development alongside educational interventions.
3. The study revealed that maritime students exhibit a very high level of safe sex practices, as evidenced by a mean score of 3.59 and a standard deviation of 0.55. It suggests that, on average, respondents consistently engage in protective

behaviors during sexual activity, such as using condoms, limiting the number of sexual partners, and undergoing regular STI testing. The high score indicates a strong awareness and application of safe sex measures, which may be attributed to adequate sexual health education, personal responsibility, or influence from peers and institutional policies. These findings underscore a positive trend in sexual health behavior among the maritime student population.

4. The relationship between knowledge and practices on safe sex among maritime students is highly significant. Notably, the value of education showed the strongest association, emphasizing how exposure to formal sexual health education and awareness programs can meaningfully influence students to adopt safer sexual behaviors. These findings confirm that greater knowledge equips students with the confidence and skills to make informed decisions and engage in protective practices, such as consistent condom use and communication with partners.
5. The relationship between attitude and practices on safe sex among maritime students is highly significant. Among these, intent to practice showed the highest correlation, indicating that students who are committed to engaging in safe sex are far more likely to consistently practice it. Similarly, willingness to learn and peer influence also played key roles, suggesting that students who are open to gaining more knowledge and who are surrounded by peers with responsible views on sexual health are more inclined to adopt safe practices. These findings highlight the importance of fostering favorable attitudes toward safe sex, as they are critical

in bridging the gap between knowledge and actual preventive behavior among maritime students

Recommendations

After a thorough, comprehensive evaluation and taking into account the preceding results and conclusions of the study, the subsequent recommendations were put forth:

1. School nurses may enhance the sex education program by regularly attending updates to develop approaches tailored to students' needs. They may conduct regular activities that will keep the students informed of the importance of responsible sexual behavior and promote commitment to safe sexual practices.
2. Students maintain a positive attitude toward safe sex practices by attending values education and personal development seminars that encourage intent to practice, openness to learning, and constructive peer influence. These can be reinforced through seminars and peer-led discussions coordinated in collaboration with student organizations and local health agencies.
3. School heads may enhance peer education initiatives by training selected student leaders to serve as sexual health advocates, helping to sustain a culture of responsible sexual behavior within the student community.
4. Parent-teacher associations may collaborate with licensed health professionals and accredited non-governmental organizations (NGOs) to deliver regular sexual health counseling and related services. These services should be facilitated by school-based health personnel, parents, and teachers, ensuring that students have access to confidential, youth-friendly, and readily available avenues to address their sexual health needs.

5. Community Health Workers (CHWs) such as those under the Barangay Health Workers (BHWs), may collaborate to support maritime students' sexual health through targeted outreach programs to provide training, resources, and workshops that emphasize the development of a positive attitude towards safe sex, including the importance of intent, willingness to learn, and peer influence.
6. Future researchers may find this study to be a valuable source of baseline data and contextual insights that can inform further investigations on knowledge and attitudes toward practices on safe sex. While quantitative results offer measurable patterns, qualitative methods such as in-depth interviews, focus group discussions, and case studies are essential for uncovering the deeper social, emotional, and cultural dimensions that influence behavior. By capturing lived experiences and individual perspectives, qualitative research can guide the development of more effective, culturally appropriate, and empathetic interventions in sexual health education.

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Appendix A: Sample Research Questionnaire

RESEARCH QUESTIONNAIRE

Level of Knowledge, Attitude and Practices among Maritime Students

Directions: For each statement below, place a ✓ on your appropriate response option based on your agreement or disagreement with the statement of the following scale:

4- Strongly Agree, 3- Agree, 2- Disagree, 1- Strongly Disagree.

A. Respondents' Knowledge on Safe Sex.

STATEMENTS	4	3	2	1
1. Using condoms consistently is a necessary measure to prevent sexually transmitted infections (STIs).				
2. Knowledge about safe sex practices significantly reduces the risk of unintended pregnancies.				
3. Comprehensive sexual education effectively promotes the adoption of safe sex practices among young adults				
4. Access to reliable information about contraception leads to better decision-making about sexual health.				
5. Practicing safe sex is an effective method for maintaining one's sexual health and well-being.				
6. Engaging in unprotected sex significantly increases the risk of contracting sexually transmitted infections (STIs).				
7. Not using contraception during sexual activity raises the likelihood of unintended pregnancy.				
8. Casual sexual relationships without proper precautions are a major risk for sexual health complications.				
9. Being unaware of a partner's sexual health history increases the chances of health risks.				

10. Failing to use protection in a single encounter can have long-term consequences for one's sexual health.				
11. Sexual health education is essential for understanding the importance of safe sex practices.				
12. Learning about contraception methods in school helps individuals make informed decisions about their sexual health.				
13. Workshops and seminars on sexual health improve awareness of safe sex practices.				
14. Education about the consequences of unsafe sex encourages responsible behavior among young adults.				
15. Providing accurate and accessible information about sexual health is key to promoting safe sex practices.				

B. Respondents' Attitude towards Safe Sex.

STATEMENTS	4	3	2	1
1. Having friends who prioritize safe sex practices encourages me to do the same.				
2. Peers who openly discuss the importance of using protection positively influence my attitude toward safe sex.				
3. I am more likely to adopt safe sex practices when my friends support and practice them as well.				
4. Friends who share knowledge about safe sex practices motivate me to be more responsible about my sexual health.				
5. Being part of a peer group that values safe sex helps me maintain a positive attitude toward its importance.				
6. I am open to attending educational programs or seminars that provide information about safe sex practices.				
7. I am willing to seek advice from healthcare professionals to learn more about safe sex methods.				

8. I feel motivated to read or research reliable materials about safe sex and sexual health.				
9. I believe it is important to ask questions and clarify doubts about safe sex practices when given the opportunity.				
10. I am willing to discuss safe sex practices with peers, family, or educators to increase my understanding.				
11. Using protection during sexual activity should always be prioritized to prevent health risks.				
12. Engaging in safe sex practices demonstrates a responsible approach to personal and partner health.				
13. Condoms or other contraceptives should be used consistently in any sexual relationship to ensure safety.				
14. Seeking information about safe sex practices is an important step toward maintaining sexual health.				
15. Discussing safe sex practices with a partner is essential before engaging in any sexual activity.				

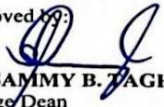
C. Respondents' Practice on Safe Sex.

STATEMENTS	4	3	2	1
1. Consistent communication with a partner about safe sex practices builds mutual trust and understanding.				
2. Regular testing for sexually transmitted infections (STIs) should be a standard practice for sexually active individuals.				
3. Using multiple methods of protection, such as condoms and birth control, enhances the effectiveness of safe sex practices.				
4. Cultural norms play a significant role in shaping attitudes toward safe sex practices.				
5. Peer influence often impacts the adoption of safe sex behaviors.				
6. Educational campaigns on safe sex practices should target both youth and adults equally.				
7. Safe sex practices contribute to overall physical and mental well-being.				
8. Having access to affordable contraceptives increases the likelihood of practicing safe sex.				

9. Stigma around discussing sexual health discourages individuals from practicing safe sex.				
10. Safe sex practices should be prioritized even in long-term, monogamous relationships.				

APPENDICES

Appendix B: Letter of Request and Approval

	MISAMIS UNIVERSITY Ozamiz City 7200, Philippines College of Nursing, Midwifery and Radiologic Technology Tel No. +63 88 521-0367 / Telefax No. +63 88 521-2917 E-mail Address: mu@mu.edu.ph	
CERTIFIED: ISO 21001:2018 Educational Organizations Management System by DNV ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) GRANTED: AUTONOMOUS STATUS by the Commission on Higher Education (CHED)		
March 24, 2025 DR. SAMMY B. TAGHOY Dean, College of Nursing, Midwifery and Radiologic Technology Misamis University Dear Dr. Taghoi: Good day! The undersigned are the 3rd year students of Misamis University, Ozamiz City taking up Bachelor of Science in Nursing and are currently working on research study titled "LEVEL OF KNOWLEDGE AND ATTITUDE ON SAFE SEX PRACTICES AMONG MARITIME STUDENTS". This study aimed to assess the level of knowledge and attitude towards safe sex practices among maritime students in order to promote better sexual health awareness. With this, we would like to ask for an approval from your good office to allow us to conduct the study. It will be conducted in one of the Higher Education Institutions in Ozamiz City specifically in Misamis University from March to April 2025. Rest assured that all information derived herein will be treated with utmost confidentiality. Thank you very much and God bless. Sincerely yours,  SOPHIA JOY S. GUIGUE  JHON HEROD C. HIROS  DANICA GRACE A. JACUBA Researchers Noted by:  AMIE C. TOJINO, MAN Research Adviser Approved by:  DR. SAMMY B. TAGHOY College Dean		



MISAMIS UNIVERSITY
Ozamiz City 7200, Philippines
College of Nursing, Midwifery and Radiologic Technology
Tel No. +63 88 521-0367 / Telefax No. +63 88 521-2917
E-mail Address: mu@mu.edu.ph



CERTIFIED: ISO 21001:2018 Educational Organizations Management System by DNV
ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)
GRANTED: AUTONOMOUS STATUS by the Commission on Higher Education (CHED)

March 24, 2025

CAPT. ALLAN M. ABUCAY
Dean, College of Maritime Education
Misamis University

Dear Capt. Abucay:

Good day!

The undersigned are 3rd year students of Misamis University, Ozamiz City taking up Bachelor of Science in Nursing and are currently working on research study titled "LEVEL OF KNOWLEDGE AND ATTITUDE ON SAFE SEX PRACTICES AMONG MARITIME STUDENTS". This study aimed to assess the level of knowledge and attitude towards safe sex practices among maritime students in order to promote better sexual health awareness. With this, we would like to ask for an approval from your college to allow us to conduct the study. It will be conducted from March to April 2025.

Rest assured that all information derived herein will be treated with utmost confidentiality.

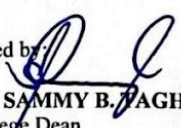
Thank you very much and God bless.

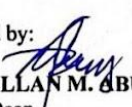
Sincerely yours,


SOPHIA JOY S. GUIGUE


JHON HIRO C. HIROS


DANICA GRACE A. JACUBA
Researchers

Noted by: 
DR. SAMMY B. JAGHOY
College Dean

Approved by: 
CAPT. ALLAN M. ABUCAY
College Dean



Misamis University

Ozamiz City



MISAMIS UNIVERSITY RESEARCH CENTER

CERTIFIED: ISO 21001: 2018 Educational Organizations Management System by DNV
ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUOCA)

MU-RC-042/13 November 2024

Thesis/Research Data Gathering Approval Form

Date: _____

Name of Authors: Sophia Joy Guigue, Thon Her C. Gipo, Danica Grace A. Tamba
College/Department: College of Nursing, Midwifery and Radiologic Technology
Research Title: Level of Knowledge and Attitude on Safe Sex Practices
Among Maritime Students

Data Gathering Procedure:

a. Type of Research: (Kindly check)



Quantitative



Qualitative



Experimental



Approved Research Title
& Problem/Objectives



Approved Data
Gathering Procedure



Approved Data Gathering
Instrument/Data Sheets

b. Respondents/Participants/Subject/Samples to be Collected: Maritime Students

c. Procedure:



Survey



Interview



Experimentation



Laboratory Testing

d. Place of Implementation/Study Area: Misamis University, Department of Maritime Education

If to be conducted outside the school campus, indicate the nature of transportation to be used:



Own private vehicle



public utility vehicle



rental



Others, please
indicate

MU

e. Date/s of Implementation/Sampling: March to April 2025

Attachments:



Approved Letter of Consent from the designated authority in the area/place where the study is to be conducted



Signed Parents' Consent

The thesis proposal mentioned above is hereby recommended for the commencement of data gathering implementation.

Recommended by:

Amie Gino, MAM, RN
Thesis/Research Adviser

Dr. Herasol Duyag
Thesis/Research Instructor

Approved by:

Dr. Gino D. Gino
College Dean



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Appendix C: Informed Consent Form

Title

This study is titled "Level of Knowledge, Attitude and Practices on Safe Sex Among Maritime Students" in partial fulfillment of the requirements for the degree of Bachelor of Science in Nursing.

Researcher

This study is to be conducted by Sophia Joy S. Guigue, Jhon Hero C. Hipos and Danica Grace A. Jacuba who are pursuing the degree in Bachelor of Science in Nursing at Misamis University College of Nursing, with Ms. Amie G. Tojino as the adviser. The researcher can be contacted through this mobile number +639517916713 and +639465037936.

Purpose of the Research

This study aimed to assess the level of knowledge, attitude and practices towards safe sex among maritime students in order to promote better sexual health awareness and reduce the risk of sexually transmitted infections (STIs) and unintended pregnancies.

The study sought to answer the following questions: (1) Assess the respondents' level of knowledge on safe sex in terms of belief and effectiveness, perception of risks, and value of education. (2) Determine the respondents' level of attitude towards safe sex in terms of peer influence, willingness to learn, and intent to practice. (3) Determine the respondents' level of practice on safe sex. (4) Explore the significant relationship between the respondents' level of knowledge and practice on safe sex (5) Explore the

significant relationship between the respondents' level of attitude and practice on safe sex.

Description of the Research

This study is a quantitative, descriptive-correlational design and data will be gathered through research made questionnaires. By utilizing a descriptive-correlational approach, this study seeks to investigate the relationship between the students' level of knowledge and their attitudes towards safe sex practices. Descriptive-correlational design provides flexibility in examining and describing the relationships between the independent variables and the dependent variables. Through this design, the study will be able to measure both the knowledge and attitudes of maritime students, identifying any significant correlations between them

Signature of the Research Respondents

Appendix D: Grammarly Report, and Turnitin Results

Report: JHON HERO C. HIPOS				
JHON HERO C. HIPOS				
by Misamis University				
General metrics				
64,765	9,086	530	36 min 20 sec	1 hr 9 min
characters	words	sentences	reading time	speaking time
Writing Issues				
 No issues found				
Plagiarism				
This text hasn't been checked for plagiarism				

Appendix D Con't

Report: JHON HERO C. HIPOS

Unique Words

16%

Measures vocabulary diversity by calculating the percentage of words used only once in your document

unique words

Rare Words

42%

Measures depth of vocabulary by identifying words that are not among the 5,000 most common English words.

rare words

Word Length

5.7

Measures average word length

characters per word

Sentence Length

17.1

Measures average sentence length

words per sentence

Appendix D Con't



Page 2 of 47 - Integrity Overview

Submission ID trn:oid::28447:107595180

26% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Filtered from the Report

- Bibliography

Match Groups

-  **147 Not Cited or Quoted** 21%
Matches with neither in-text citation nor quotation marks
-  **32 Missing Quotations** 5%
Matches that are still very similar to source material
-  **2 Missing Citation** 0%
Matches that have quotation marks, but no in-text citation
-  **0 Cited and Quoted** 0%
Matches with in-text citation present, but no quotation marks

Top Sources

- 15%  Internet sources
- 5%  Publications
- 24%  Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

CURRICULUM VITAE

Name : **SOPHIA JOY S. GUIGUE**
Address: Napurog, Tudela, Misamis Occidental



PERSONAL INFORMATION

Date of Birth : August 17, 2003
Place of Birth : Tudela, Misamis Occidental
Sex : Female
Civil Status : Single
Nationality : Filipino
Religion : Christian
Language/s Spoken : English/Filipino/Bisaya

EDUCATIONAL BACKGROUND

College Education	: Misamis University
Address	: H.T. Feliciano St., Ozamiz City
Course and Year	: Bachelor of Science in Nursing – 3 rd year
Estimated Year of Graduation	: 2026
Senior High School Education	: Tudela National Comprehensive High School
Address	: Barangay Napu, Tudela, Misamis Occidental
Year	: 2020-2022
Junior High School Education	: Tudela National Comprehensive High School
Address	: Barangay Basirang, Tudela, Misamis occidental
Year	: 2016-2020
Intermediate Education	: Tudela Central School
Address	: Barangay Napu, Tudela, Misamis Occidental
Year	: 2015-2016

CURRICULUM VITAE

Name: **JHON HERO C. HIPOS**
Address: Maloro, Tangub City, Misamis Occidental



PERSONAL INFORMATION

Date of Birth : June 17, 2004
Place of Birth : Tangub City
Sex : Male
Civil Status : Single
Nationality : Filipino
Religion : Roman Catholic
Language/s Spoken : English/Filipino/Bisaya

EDUCATIONAL BACKGROUND

College Education : Misamis University
Address : H.T. Feliciano St., Ozamiz City
Course and Year : Bachelor of Science in Nursing – 3rd year
Estimated Year of Graduation : 2026

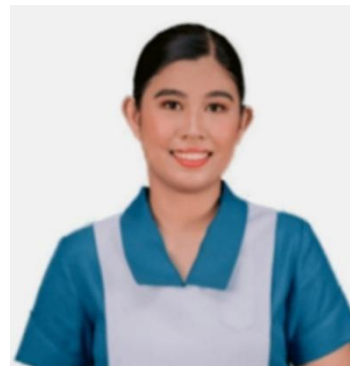
Senior High School Education : St Michael's High School
Address : Barangay 2, Tangub City
Year : 2020-2022

Junior High School Education : St Michael's High School
Address : Barangay 2, Tangub City
Year : 2016-2020

Intermediate Education : Maquilao Integrated School
Address : Maquilao, Tangub City
Year : 2015-2016

CURRICULUM VITAE

Name: **DANICA GRACE A. JACUBA**
Address: Aguada, Ozamis City, Misamis Occidental



PERSONAL INFORMATION

Date of Birth : October 30, 2003
Place of Birth : Ozamis City
Sex : Female
Civil Status : Single
Nationality : Filipino
Religion : IFI
Language/s Spoken : English/Filipino/Bisaya

EDUCATIONAL BACKGROUND

College Education	: Misamis University
Address	: H.T. Feliciano St., Ozamiz City
Course and Year	: Bachelor of Science in Nursing – 3 rd year
Estimated Year of Graduation	: 2026
Senior High School Education	: San Isidro Academy of Tudela Inc.
Address	: Raagas St., Upper Centro, Tudela, Misamis Occidental
Year	: 2020-2022
Junior High School Education	: San Isidro Academy of Tudela Inc.
Address	: Raagas St., Upper Centro, Tudela, Misamis Occidental
Year	: 2016-2020
Intermediate Education	: Ozamiz Montessori Center
Address	: Bitoon, Ozamiz city
Year	: 2015-2016