

Kristel May D. Casimiro

Influence of Peer Education to Sexuality: The Case of RE-YOU (Responsible Youth) Educators of Cebu City¹

INTRODUCTION

HIV has been widely spreading all throughout the world. There are about 33 million around the globe with HIV and AIDS (WHO/UNAIDS, 2008). In the Philippines, “as of March 2012, there were 313 new HIV Ab sero-positive individuals confirmed by the STD/AIDS Cooperative Central Laboratory (SACCL) and reported to the HIV and AIDS Registry” (DOH National Epidemiology Center 2012). In June 2012, there are twenty five percent or seventy four out of ninety five cases of HIV/AIDS among youth, with ages ranging from 15-25 years old (CBCP 2012). Given this statistics, people especially youth are highly at risk of the disease. Launching peer education programs serves as remedy to the growing number of HIV cases. Literature says that, peer education programs have successfully increased awareness, disseminated information, and fostered risk reduction among individuals (Rickert, Jay, and Gottlieb, 1991; Sloan and Zimmer, 1993). In the Philippines, there is a need for research knowledge regarding peer education program because there are several areas of the country which practice peer education.

Consequently, this study focuses on peer education program and its influence on sexuality. Peer education program can be empowering to both the educator and the target group (Medley, Kennedy, O'Reilly, & Sweat, 2009) (Milburn 1995, Strange, Forrest & Oakley 2002), by establishing solidarity and collective action (Campbell & Mzaidume 2001; Population Council 2000) as cited in (Medley, et al., 2009). Prevention efforts might include a larger context, which is sexuality education because of unwise practices of sex, brought by physical maturity accompanied by sexual urgencies messages (Brooks-Gunn & Furstenberg, 1988; Hewson, 1986; Maskay & Juhasz, 1983; Norman, 1986; Osborn, 1987; Palca, 1986; Proctor, 1986; Smith, McGill, & Wait, 1987) as cited in (Croft and Asmussen 1992). Sexuality contains several meanings and categories. It is related to gender, sexual

¹This undergraduate thesis is being conducted as part of the research project of the Research Cluster on Culture, Education and Social Issues (RCCEI) under the supervision of Assistant Professor Maria Carinnes A. Gonzalez.

orientation, and other aspects dependent on individuals, who construct its meaning (Muehlenhard 2000), but Croft and Asmussen (1992) deems that sexuality comprise the following: self-esteem, respect for oneself and others, sexual responsibility, values, relationships, decision making and sexual values.

Given the general problem, this paper has conducted an in-depth qualitative study among Responsible youth (RE-YOU) organization members whom are peer educators. Specifically, the study aims: (a) to identify the socio-demographic profile of RE-YOU peer educators, (b) to identify the level of involvement of members in the activities of RE-YOU organization, which includes planning, processing of documents, implementation, documentation, evaluation, campaigns, advocacy, projects, fieldworks and proceedings, and (c) to describe the RE-YOU member before and after joining the organization in regard to the following variables of Sexuality: self-esteem, respect for oneself and others, sexual responsibility, values, relationships, decision making and sexual values.

Since there is a lack of local studies, this study might be a source for new knowledge in research regarding the field of peer education and sexuality. Since this study explores an organization which is RE-YOU, it might determine the effectiveness of the organization and its members as peer educators which may lead to further improvement or development inside RE-YOU.

Responsible youth (RE-YOU) organization of Cebu city, where this study focuses was established in 2010. It is the official youth arm of Cebu plus which concentrates on HIV prevention, and supports People living with HIV particularly Cebuano youth. Cebu Plus is a support group non-government organization for people living with HIV and their families. RE-YOU is primarily funded by Cebu Plus and UNICEF. There are a total thirteen well-trained members of RE-YOU who are peer educators, but there are also sub-groups which had been dissolved. It was due to the new policies of RE-YOU, wherein there should be no sub-groups of the RE-YOU organization to maintain and monitor the group. RE-YOU is a response to young people's threat against disease like HIV. RE-YOU carry certain principles like the re-orientation of young people, and encompass self and social responsibility. RE-YOU were established due to the growing number of HIV cases in Cebu

city. The youth sector of Cebu consists of pertinent percentage of HIV transmission. There are modes of HIV transmission: Sexual contact, sharing of needles, blood transfusion, and mother to child transmission. Eighty out of one hundred people living with HIV comprises the youth cluster. Most of the youth living with HIV are male having sex with male and injecting drug users (Cebu Plus Association Inc. 2012).

There are other issues faced by Cebuano youth. In the study conducted by University of San Carlos among its students, it focuses on identifying the past time of USC students. One of the result that data shows is gambling. Eighteen percent cited gambling and were asked regarding the frequency of doing the activity. Ninety two point four percent of them said “sometimes and 7.6% are mere. The level of involvement in gambling activities affected their class performance and compromised their allowances (Amper, Aguilar and Nolasco 2012).

In the news reported by Philippine daily inquirer last March 14, 2012, three men face illegal Gambling charges. These three men belong to the youth cluster with the ages 19, 21 and 26. They were arrested and gambling paraphernalia were confiscated. Apart from gambling, several local newspapers accounted of the increase in the active engagement of the youth in sexual activities (Upadhyay 2006) as cited in (CBCP 2012). Youth sexuality may be understood not only in the context of performing copulation as it is a multifaceted component of youth behavior.

Sexuality may be understood through Peter Blau’s social exchange theory. Social Exchange theory is reciprocity between resources and individuals. It is useful for understanding sexuality within a relational context (Sprecher 1998). Sexuality is dependent on the way individuals are being treated through face to face interactions. Positive sexuality is gained from positive relation among individuals. It is because of the feeling that individuals must reciprocate from positive actions. Values and norms are considered upon interactions of individuals which might have a domino effect on the nature of sexuality. In the context of group, individuals are obliged to reciprocate especially during social interactions (Farganis 2011), and youth groups are associated with peers.

Peers are individuals with similarity or shared common interests or goal. It includes

same sex friends and opposite sex friends (Kroger 2007) as cited in (Hutchison 2011). This commonly occurs during stage of adolescents because they are into selection of friends who would be their peers. Peers may also contribute to formation of one's behavior, identity and social competence. They are often inclined to engaging into groups or organization in which their social involvement might be practiced (UST Social research center 1986). In this context, individual roles are shaped. To wholly understand, role theory argues that individuals take on social position and are expected to behave according to the position (Biddle 1986) as cited in (Lucas, Milkie and Rohall 2007). It denotes that individuals are expected to accomplish and portray their self according to their role. Given the role, thoughts behaviors and feelings could possibly be predicted. Consequently, roles are being imbibed through guidance and trainings, and the best medium is proper education.

Education may be best understood through Bandura's (1986) social learning theory. It emphasized that human behavior are learned through observation, imitation and modeling. Education is primarily composed of the educator and the ones being educated. In social learning theory, Human behavior considers reciprocity, behavioral, and environmental influences (Bandura 1997). The existing world and human behavior are interdependent with each other. As individuals are exposed to available models, they tend to conform through their behavior.

Youth have the desire to participate or belong to active forces like groups or organizations. They have personal identity which is constructed by their personal environment, and interactions with different people. As social constructionist perspective argues, people learn to classify the world and their place in the world through series of interactions (Stryker 1980) as cited in (Hutchison 2008). Consequently, individuals gain learning through interactions among other youth members of their group. The identity of each youth individuals are also shaped, affecting their behavior. According to Henri Tajfel's social identity theory, people define themselves, in part, by their memberships in the group (Hogg and Ridgeway 2003, Tajfel 1982) as cited in (Lucas, Milkie, Rohall 2007). In the context of RE-YOU organization, youth educators' actions are being affected by the organization and its members. They have series of interactions that might have changed

their views or actions toward other people and their environment.

The concept of Bourdieu's Habitus encapsulates the whole process of peer education considering sexuality. Habitus is the internalization of structures of Social world. People are endowed with series of internalized system through which they view and assess the social world, and it produces such practices. (Ritzer 2000). Individuals are accustomed to doing certain actions wherein it became their social world or environment. When people are continuously exposed to a particular thing, they tend to associate it as mere part of their existing environment. It became part of one's disposition or system. In the context of organization, members are into practices in which they incorporate as part of their self. These could be caused by series of interactions or their perceived role that became part of their practices.

METHODS

This study employs qualitative, exploratory and descriptive method. It is qualitative because it focuses on the Responsible youth (RE-YOU) organization and the members' sexuality, and it also intends to acquire perspectives of people. It is exploratory because of having an in depth study without numerical basis. It is descriptive because it employs tools in gathering of data to have a comprehensive understanding of RE-YOU members and their sexuality.

There are thirteen informants who are peer educators of RE-YOU and a medical practitioner of the organization. The selection of key informants was based on their availability and activeness in the organization. Key informants must belong to the youth cluster with the age ranging from 15-24 years old regardless of gender and status.

Data gathering process includes observation last May 2- 20, 2012, during meetings and activities of RE-YOU organization held at Cebu Plus Office in Asilo dela Milagrosa, Lahug Cebu City. It involves the discussions regarding RE-YOU activities, issues, and plans, which might help the study. During the first week of the 18 days, researchers build a rapport among informants. The second week was allotted for the gathering of data wherein consent form and information sheet was distributed to key informants for legal purposes. The last week was for institutional visits like university libraries and

government institutions. It was also for the finalizing of data and documents.

The study is only focused on RE-YOU organization and its members. It also explores the following variables of sexuality: self-esteem, respect for oneself and others, sexual responsibility, values, relationships, decision making and sexual values. Other organization and activities outside the scope of peer educators, HIV and sexuality and its variables will no longer be covered in the study.

The instruments utilized by the study are questionnaire, interview guides, audio recorder. Questionnaires are to obtain preliminary background of the informants. Interview guides are used to substantiate the answered preliminary questionnaire. Audio recorder is an aid to facilitate and record the interview for data analysis purposes.

Qualitative data were electronically transcribed and analyzed through the use of WEFT software. WEFT is software used for analyzing of qualitative data through textual coding. These qualitative data were under qualitative analysis to acquire findings and themes.

FINDINGS

I. SOCIO DEMOGRAPHIC PROFILE OF THIRTEEN RE-YOU RESPONDENTS

The primary data analyzed in this part were collected through a questionnaire and one on one interview among 13 active RE-YOU (Responsible youth) organization members, who are youth peer educators for HIV/AIDS. There was also a one on one interview with the RE-YOU medical practitioner to validate the background of RE-YOU members. The data showed that majority of RE-YOU peer educators are male. Seven out of 13 respondents composed of male educators. Their age ranges from 15-24 years old. Given the age distribution, majority of them are still single and unmarried, but had been to heterosexual or homosexual relationships.

Most of the informants are still in school and classified as high school, vocational or college student (see Table I). The informants' family background has also been identified. Furthermore, RE-YOU peer educators happen to be financially marginalized.

Table 1. Educational Background of RE-YOU Informants

Educational Background	 = 1 Male  = 1 female
2 nd YEAR HIGH SCHOOL	 
3 rd YEAR HIGHSCHOOL	   
1 st YEAR COLLEGE	    
4 th YEAR COLLEGE	
1 st YEAR VOCATIONAL	

II. RE-YOU MEMBERS’ INVOLVEMENT WITH ORGANIZATIONAL ACTIVITIES

This study determines the level of involvement of RE-YOU members to the following organizational activities: Planning, Implementation, Documentation, Evaluation, Campaigns, Advocacy, Projects, Fieldworks and Proceedings. Data shows that most of the RE-YOU members are engaged into the Advocacy activities (see Table 2).

Table 2. Level of Involvement in activities of RE-YOU

RE-YOU ACTIVITIES	LEVEL OF INVOLVEMENT (13RESPONDENTS)
PLANNING	71%
PROCESSING OF DOCUMENTS	60%
IMPLEMENTATION	67%
DOCUMENTATION	60%
EVALUATION	81%
CAMPAIGNS	85%
ADVOCACY	92%
PROJECTS	90%
FIELDWORKS	90%
PROCEEDINGS	75%

Table 3 shows the RE-YOU responses when they were asked to define sex and sexuality. With their definition of sex, three themes were observed: (a) the act, (b) Sensitive, and (c)

mature changes on the way they look into the term “sex. They associate the meaning of sex with individuals specifically married couple. On the other hand, three themes were also seen for sexuality: (a) equality, (b) total self, and (c) Youth act. The responses showed that RE-YOU informants view sexuality as sexual orientations in the society that must be treated equally. It also comprises a lot of meaning like the totality of one’s self. It is because personality and sexuality are interrelated (Hill 2008). Since RE-YOU informants are peer educators, they are aware of the status of Cebuano youth due to their experiences and encounters in the field.

Table 3. Data Matrix on Youth perception of Sex and Sexuality

<i>Question: How do you define sex?</i>			
General Theme	<i>The act</i>	<i>Sensitive</i>	<i>Individuals Gender</i>
Responses	<i>Sex is usually the act.</i>	<i>Sex is natural but when being abused, you might get consequences like disease.</i>	<i>It is normal for married people</i>
	<i>Sex is like a play</i>		<i>It is for two individuals</i>
	<i>It is like an activity</i>	<i>Before, sex for me is like a dirty and disgusting word</i>	<i>It is the male and female</i>
	<i>Sex is an act of pleasure but it may bring hardships</i>	<i>Before, when I hear the word sex.. for me, it's bad</i>	<i>It is the male and female</i>
	<i>Sex is natural. It happens.</i>		
<i>Question: How do you define sexuality</i>			
General Theme	<i>Equality</i>	<i>Total Self</i>	<i>Youth act</i>
Responses	<i>For me, sexuality is just being equal</i>	<i>Sexuality is the totality of one's self being.</i>	<i>Sexuality is the act</i>
	<i>Sexuality is the thing that involves boys and girls</i>	<i>Sexuality is the person living to that of sex.</i>	<i>Sexuality is being done by the youth. It is being abused.</i>
		<i>Sexuality means a lot, it means many things.</i>	

III. BEFORE AND AFTER MEMBERSHIP, RE-YOU MEMBERS' SEXUALITY

Self Esteem

The informants were asked to determine the effect of their being RE-YOU peer educator to their self esteem. Data generates four themes: (a) social interaction, (b) self improvement, (c) peers and (d) equipped being. To fully understand the themes, refer to Table 3 which shows the responses of the RE-YOU informants. These observations are supported by the findings shown in Table 3. The presence of others generate situations that may affect the way people feel or behave (Cialdini, Kenrick & Neuberg 2010). RE-YOU educators are very open to interactions with different types of people who could be professionals or their peers. With these experiences, RE-YOU's self esteem are practiced, which leads to self development and improvement.

Table 4. Data Matrix on RE-YOU members' Self Esteem

Question: How did your being as RE-YOU peer educator affects your Self Esteem?				
General Themes	<i>Social interaction</i>	<i>Self Improvement</i>	Peers	Equipped being
Responses	<i>Big change. Before, I do not socialize or mingle with other people but now, it's the other way around.</i>	<i>Before. Very low but because of RE-YOU it's better. I'm not shy anymore and sometimes, I don't want to stop anymore.</i>	<i>Before, I keep on being alone but now, I have friends because of RE-YOU.</i>	<i>Before, I'm afraid to face and talk to people but because of trainings and seminar, encounters with different people, it boosted my self esteem.</i>
	<i>It's very much okay because we've been to different places and people tend to approach us.</i>	<i>Before, I'm shy but now I can face different kinds of people.</i>		<i>As a peer educator, it boosted my self esteem. Before, I could already face peers but now, I'm more confident to face people whom I believe that is higher rank than me.</i>

Self Respect and Respect for other People

The RE-YOU informants were asked “how did your being as RE-YOU peer educator affects yourself respect and respect for other people?”. Their responses generated four themes: (a) Sense of Value, (b) Personality Improvement (c) Mutual “give and take”, and (d) Openness and Awareness. Findings containing the respondents' responses illustrate there was an increase in self and others' appreciation because of being an educator.

RE-YOU informants have similar responses regarding how individuals gain respect, and they mentioned that “for an individual to be respected, one must respect himself first”. RE-YOU informants become more open and aware of their environment, which enables them to notice what they have not given attention before, which is the status of youth and health.

Table 5. Data Matrix on RE-YOU members’ Respect for oneself and others

Question: How did your being as RE-YOU peer educator affects your Self Respect and Respect for others?				
General Themes	<i>Sense of Value</i>	<i>Personality Improvement</i>	<i>Mutual “give and take”</i>	Openness and Awareness
Responses	<p><i>I value them, I respect them. I don't necessarily give what they want but, I go with them</i></p> <p><i>Before, I never cared to myself. I just let things happen and I'm not aware of “kahihyan”</i></p> <p><i>Before, I don't care with the word respect but since I had been educated, I respected myself</i></p>	<p><i>In myself nothing change but my respect for other people changed. I tend to insult others but not anymore.</i></p> <p><i>More comfortable because I had more respect for others.</i></p>	<p><i>Before I don't respect myself, no concern for respect at all.</i></p> <p><i>By helping others and because of the advocacy, many people respected me.</i></p>	<p><i>Before reacting on other people, try to know them first and what they had been through.</i></p> <p><i>I gained more respect for myself especially in regards to Sex and the disease that I might get when I engaged to it.</i></p> <p><i>Respect in terms of avoiding too much parties because you'll never know what might happen.</i></p>

Sexual Responsibility

Table 5 shows the themes generated from the responses of RE-YOU informants regarding the effect of peer education on their sexual responsibility. There are three themes consist of the following: (a) Maturity, (b) Social Hygiene, and (c) Personal Appearance. Under maturity, RE-YOU respondents tend to think in a more mature manner. They are more concerned and aware of their body in relation to good hygiene. As RE-YOU informants are exposed to different types of people, their personal appearance are being considered which are credited to their overall being as youth peer educators. It could be the way they look, dress or present themselves to other people.

Table 6. Data Matrix on RE-YOU members’ Sexual Responsibility

Question: How did your being as RE-YOU peer educator affects your Sexual Responsibility?			
<i>General Themes</i>	<i>Maturity</i>	<i>Social Hygiene</i>	<i>Personal Appearance</i>
<i>Responses</i>	<p><i>I tend to think about porno-graphic materials but now, I think about things related to HIV.</i></p> <p><i>Now, I set my expectations and boundaries.</i></p> <p><i>Now, I have a stand wherein I should not copy others.</i></p>	<p><i>More personal care for my private parts.</i></p> <p><i>I do masturbation like once a month.</i></p> <p><i>Before, I wash my genitalia and until now. It's better.</i></p> <p><i>I do masturbation as part of my being as a male.</i></p>	<p><i>Before, I don't wear shorts, just long sleeves but now, I can wear shorts especially when going to farm with RE-YOU</i></p> <p><i>I plan what I wear which depends on the situation or the people whom I'll be with.</i></p> <p><i>Proper attire especially when faced to different kinds of people</i></p>

Values

RE-YOU informants were asked: “How did your being as RE-YOU peer educator affect your values?”. As shown in Table 6, there are three general themes generated from the respondents’ responses: (a) self improvement, (b) religiosity, and (c) Respect. In a peer education system, peer educators increased and developed understanding and attitude (Smith 2000). The observations from the responses explain that RE-YOU informants gain self values through changes in their negative personalities prior to their membership in RE-YOU. These includes their way of treating family members, violations issues and own character. RE-YOU informants became closer to God, but sometimes there are instances wherein more time is allotted to the organization. There are realizations which brought learning from committed violations by the informants. As well trained educators, stigma and discrimination among People living with HIV was eradicated.

Table 7. Data Matrix on RE-YOU members' Values

Question: How did your being as RE-YOU peer educator affects your Values?			
General Themes	<i>Self Improvement</i>	<i>Religiosity</i>	<i>Respect</i>
Responses	<i>Before, I was a spoiled Brat. I don't like other people whom I think is below my level. But that was just before.</i>	<i>I became closer to God.</i>	<i>Now, I can understand other people. I try to understand them especially those PLHIV.</i>
	<i>Slightly improved on valuing myself.</i>	<i>I have more time for RE-YOU than church works</i>	<i>Before, I tend to shout at my parents but now, it's lesser.</i>
	<i>Less violations</i>		
	<i>I got more responsible.</i>		

Decision Making

Table 8 shows the responses of RE-YOU informants regarding the effect of their being as peer educators to their decision making. Three themes were generated: (a) Independent, (b) Careful, and (c) Balance. Cooperating within a group help accomplished tasks while sharing free information with one another (Laughlin Carey & Kerr 2008) (e.g., Resnick et al 2002) as cited in (Cialdini Kenrick &Neuberg 2010), but decision making of RE-YOU educators always considers the whole group and its future results and consequences.

Table 8. Data Matrix on RE-YOU member's Decision making

Question: How did your being as RE-YOU peer educator affects your decision making?			
General Themes	<i>Independent</i>	<i>Careful</i>	<i>Balance</i>
Responses	<i>Before, all decisions were dependent on parents but after RE-YOU, decisions were made on their own.</i>	<i>Before, decisions are made harshly. But now, consequences are considered before making decisions.</i>	<i>Thinking of the advantages and disadvantages of the decisions that would be made.</i>
	<i>In RE-YOU, one must have own decision that would be shared with the group.</i>	<i>There should be plans so that when decision fails, there would be a back up.</i>	<i>Decisions must be equal especially with other members.</i>

Relationships with people

Table 9 shows the observations from the responses of RE-YOU informants through the formulated general themes: (a) RE-YOU policy, (b) Principles, and (c) Trust. Based on the

observation, RE-YOU informants implements policy on no to relationship among members of the organization. RE-YOU informants believe on certain rules that must be followed in a heterosexual or homosexual relationship. RE-YOU informants are not inclined to fast pace intimate relationship, and they perform pre-coital behaviors like kissing, holding of hands and hugging. According to Upadhyay (2007), adolescents who went through pre-coital behavior are more likely to have sex sooner. There are two out of thirteen informants which are engaged to sex during their past relationships. In the context of family, there was more trust from family members brought about by their disposition as peer educators, which resulted to closer ties.

Table 9 Data Matrix on RE-YOU members’ Relationships with people

Question: How did your being as RE-YOU peer educator affects your Relationships with people?			
<i>General Themes</i>	<i>RE-YOU Policy</i>	<i>Principles</i>	<i>Trust</i>
<i>Response</i>	<p><i>We have this rule of no intimate relationship with co- RE-YOUs.</i></p> <p><i>I violated the relationship rule but learned my lesson in the end especially when it created so much issues in RE-YOU.</i></p> <p><i>I was suspected to violate the policy on relationship but, it was just a mistake. For me, there must be no relationship in RE-YOU</i></p>	<p><i>Before, I have a relationship, we never engaged into sex because we are educated like that of the abstinence</i></p> <p><i>I have a same sex relationship but we never engaged to any sexual activities</i></p>	<p><i>My Family lets me do whatever I need to do without being worried like on 3days outreach.</i></p> <p><i>Sometimes, my father doesn't want me to be with RE-You but in the end he still trust me so he will understand.</i></p>

Sexual Values

Table 10 shows the observations from the responses of RE-YOU informants regarding sexual values. Considering before and after membership to the RE-YOU organization, three themes from the responses were developed. These are (a) Discipline, (b) Open Mindedness, and (c) Awareness. The RE-You responses were mostly associated with the term sex and abstinence due to their acquired knowledge regarding HIV and AIDS. RE-You informants became open minded on perceiving situations connected to the sexual acts. The heightened knowledge leads people to recognize and adopt new behaviors before

taking actions (Kim, Kols, Nyakauru, Marangwanda, & Chibatamoto, 2001). RE-YOU increased awareness and carry out changes because of the consequences like diseases, which they might acquire from engaging to early sex.

Table 10. Data Matrix on RE-YOU members’ Sexual Values

Question: How did your being as RE-YOU peer educator affects your Sexual values?			
<i>General Themes</i>	<i>Discipline</i>	<i>Open Mindedness</i>	<i>Awareness</i>
<i>Response</i>	<p><i>Making love comes in the right time</i></p> <p><i>I should postpone my sexual urgencies even if there are temptations</i></p> <p><i>Not sexually active anymore because of RE-YOU</i></p> <p><i>The use of contraception when it comes to sex.</i></p>	<p><i>Before, I saw my sister and his boyfriend having sex. I became open to her and educated her because of RE-YOU</i></p>	<p><i>It strengthens in a way that I already know the consequences of anything that I will do.</i></p> <p><i>Big effect because I know what kind of disease I might get.</i></p> <p><i>I’m aware of HIV and AIDS.</i></p>

DISCUSSION

This study started with the aim of identifying youth sexuality practices. Given the data on HIV/AIDS among Cebuano youth, it shows the active sexual behavior of youth that leads to acquiring of diseases like HIV/AIDS. Herewith, peer education program is seen as preventive measure of the disease, and it was practiced by different organizations specifically RE-YOU where the study is focused. Since RE-YOU peer education involved advocacy regarding HIV/AIDS and caters the topic sexuality among youth, this study identified the influences of being a peer educator to one’s sexuality. RE-YOU informants’ responses are gathered, and data shows that RE-YOU members’ sexuality are changed and improved. However, there are instances of violation as stated by a RE-YOU informant that even peer educators are not perfect which cause them to commit mistakes like actions opposite to their advocacy.

Hence, analyses of various data sources suggest that RE-YOU peer educators and their sexuality may be understood in terms of the following themes: (a) Socio Demographic Profile of RE-YOU Educators, (b) RE-YOU as Youth and for Youth, and (c) RE-YOU: I and Sexuality.

SOCIO DEMOGRAPHIC PROFILE OF RE-YOU EDUCATORS

Socio Demographic characteristics such as age, race, income, and gender are considered as essential in understanding attitudes and behaviors (Lucas Milkie & Rohall 2007). It serves as an external factor that created an impact on one's individual actions or behavior. Hence, these socio demographic characteristics have a bearing on the changes among RE-YOU educators' sexuality.

Age has a significant bearing to the RE-YOU members as educators. RE-YOU educators belong to the youth cluster and their target groups are also youth who are at risk for HIV/AIDS, and considered as their peers. Hence, it would be easier for the educators to reach those unreachable youth because, youth are more likely to seek for information and thoughts from the people whom they shared common interests, beliefs, goals or dispositions (Corsaro & Eder 1990). RE-YOU educators are able to see the reality of youth which leads them to participating in an organization that saves youth at risk through peer education programs. This awareness is rooted from the knowledge that these educators gain from educational institutions. As shown in the result portion of this paper, RE-YOU educators are still studying. Thus, educators gain insights and awareness regarding their environment, and youth disposition through observations from those who are considered as models (Bandura 1986).

Gender together with family background has also an effect to the RE-YOU educators. From the moment that an individual was born, each was designated to maleness or femaleness. Subsequently, there are differences between the two gender preferences but, those differences have an impact on one's behavior that is not acquired biologically (Lips 1993) as cited in (Newman 2006). This gender among RE-YOU educators developed through series of interactions with their family who serves as their first environment. Upon their growth, RE-YOU are like "gender detectives" who seeks for cues of what activities must be done and what must not, and to whom they can play with, and why there are differences among boys and girls (Martin & Ruble 2004) as cited in (Newman 2006). Parents routinely provide things or activities to maintain their children's gender identity, and this includes clothes, material things, books, videos and many other things which are highly

influential source of gender information that parents provided for their children (Shakin Shakin & Sternglanz 1985) as cited in (Newman 2006). In the present, these are all factors that contribute to the RE-YOU educators' identity which are carried by them as they entered the RE-YOU organization.

Another factor that is considered is the individual's status which creates an impact to the RE-YOU educator's performance or behavior in the organization. Study shows that individuals tend to perform or behave more when they are from higher social classes (Myers 2008) but, this is different in the case of RE-YOU because all of them are from marginalized families, and RE-YOU educators are able to perform their duties as educators through trainings and interactions. This resembles the concept of Bordieu's Habitus wherein practices are product of personal will and not determined objectively by environment (Ritzer 2011). Changes among RE-YOU educators' sexuality is also a product of practices, and these changes considers also gender as a factor.

In the context of RE-YOU, gender has a bearing to one's sexuality. According to Segall and his colleagues (1990) as cited in (Myers 2008), men are more likely to initiate sexual activities and desire multiple partners than women, and this is shown in the gathered responses from RE-YOU educators. Men chase chances for sex than women because evolution prepared men and women to have different guidelines or decisions, when it comes to sexual activities and decision making (Baumeister & Bushman 2008). Gender is also a factor in how individuals see their traits. This is through comparing one's self to a certain gender group. In RE-YOU, male and female educators tend to compare themselves to those youth at risk whom they educate. RE-YOU educators perceive themselves positively according to what they learn as proper or not, leading them to certain principles that they must change and behave the proper way. These changes are reflected from the data that educators improved their sexuality.

RE-YOU AS YOUTH AND FOR YOUTH

Youth participates in the society through social involvement by means of establishing groups and organization, which composed of their peers. Groups are composed of two or more individuals wherein interdependent and shared common identity is formed (Cialdini

Kenrick & Neuberg 2010). This resonates with the theory of Social identity by Henri Tajfel. People define themselves, in part, by their memberships in the group (Hogg and Ridgeway 2003, Tajfel 1982) as cited in (Lucas, Milkie, Rohall 2007). In the context of RE-YOU organization, youth members have this initiative in entering the organization not only because of the organization itself, but also because of its members who are their peers that share interests and goals (Hutchison 2011). This seems to be a venue for the RE-YOU educators to practice decision making, develop responsibility, values and social involvement, because peer relationships are fertile testing ground for youth and their emerging identities (Brown 2004) as cited in (Hutchison 2011). Furthermore, RE-YOU members' personal identity is replaced by social identity that is associated by their membership to the organization. These are caused by series of interactions among the members of the group through trainings, workshops, fieldworks and many other activities of the organization. Consequently, RE-YOU members become well trained peer educators. The educators perceive themselves according to how others see them as part of RE-YOU that results to the formation of appropriate actions. It is because of their membership to the organization wherein they are viewed not just as youth of the society but rather, youth educators for the other youth of the society especially those at risk population of youth. The increasing HIV/AIDS cases among youth motivated the organization to pursue advocacy against HIV/AIDS through peer education programs. Peer education is a means of sending message to urge behavior changes among target population like youth (Saniel, 2010). Since RE-YOU educators belong to the youth cluster, they easily reach those youth at risk who are considered as their peers because of shared dispositions, both the educator and the ones being educated exchanges information that influences one another's behavior (Jocano & Mendez 1979; Saniel 2010). The educators spread the advocacy through different strategies like informal discussions, outreach and learning sessions among youth wherein they cater different subjects and topics. Since there is a lack of education regarding sexuality among youth especially adolescents as stated by Croft & Asmussen (1992), RE-YOU includes the topic on sexuality in their peer education programs which comprises not only sex but other part of self which may affect youth's overall behavior.

RE-YOU: I AND SEXUALITY

There is a resemblance with the social constructionist perspective and RE-YOU organization establishment. From the study of RE-YOU educators, they have built new place inside the organization through social interactions, which resulted to new sets of norms and values that are highly connected to their advocacy and peer education program. RE-YOU educators are also trained through educational efforts of the experts in the field. As mentioned by Bandura's (1986) social learning theory human behavior are created through observations, imitations and modelling, which is similar to how RE-YOU educators learned. RE-YOU members perform their role according to what they see as appropriate in their disposition and situation. The positive role of each, as members of the organization must be seen because they are expected to practice their advocacy, in order to be good exemplars to those being educated, because peers had impact on everyday matters like social behavior, activities and dress which is comprised by sexuality.

Since RE-YOU educates youth regarding matters of sexuality, they must also have contextual definition of the term. RE-YOU educators defined Sexuality as highly related with the term Sex, but sexuality was considered as the attitude or the overall aspect of one's self, which may lead to the act of Sex. As RE-YOU educators mentioned, "Sex captured a negative meaning whenever being told because of associating it to the current status of youth when it comes to sexual engagement". This was due to the lack of education not only among youth, but also among parents who were unable to discuss the topic of sex and sexuality because of viewing it as a sensitive discussion for the youth (Croft & Asmussen 1992), and it must reach community members as well (Smith 2000) through peer education programs. Other study shows that peer education programs are initiated for the learning, knowledge and attitude improvement among target groups like youth whom are members of the community but, it also shows that peer education program have more impact on peer educators than the target or contact group (Saniel 2010).

Subsequently, RE-YOU educators' sexuality in regards to the following variables: self-esteem, respect for oneself and others, sexual responsibility, values, relationships,

decision making and sexual values, are either changed or improved. Self esteem of the educators is highly developed. As stated in social identity theory, actions are carried out to promote one's self value or self esteem (Lucas Milkie & Rohall 2007). RE-YOU educators view themselves as members of the organization, and this motivates the educators to adopt strategies in interactions for the group and its members to appear better. As educators are continuously exposed to different people, their self esteem is boosted due to the expectation that others would provide evaluations regarding them, and the whole group which depends on their presented behavior. It follows that educator also gain respect especially when their self and behavior are well presented to others as mentioned by a RE-YOU educator that, *"there is a big change especially when there are encounters and interactions with different people that is in need of a very friendly approach"*.

RE-YOU educators' respect for their self and for other people were uplifted. There is a common principle that was gathered from same responses from the educators. They assumed that *"Respect must be given to self first, in order it to come from others"*. These are rooted from their several experiences in educating other youth. The moment that each educators start educating other people respectfully, the ones being educated tend to respect them as well. This resonates the Social exchange theory and Albert Bandura's social learning theory wherein, it was a process of reciprocity, and others repay because of the form of behavior others received (Cialdini Kenrick & Neuberg 2010) (Bandura 1986).

As educators have stated that respect must start from self, it must also be concerned with their semblance. Sexual responsibility could generate an impact on one's interpersonal life (Kim, et al., 2001; Lucas, 2007). RE-YOU educators point out that there was improvement in their personal life because, they became more concerned of their reproductive healthcare. Male educators perform masturbation once every week or once a month. For male educators, they stated that, " Before, they do not care about their appearance; they just wear whatever is available without considering how others may look at them. After membership to the organization, RE-YOU educators were totally concerned on how they must present themselves to other people especially to those that they educate as

by Biddle's (1986) role theory, in order for them to be credible enough for what they are educating.

In doing actions, RE-YOU educators are trained with one's moral or values. There was a transformation of values among educators in a positive way. RE-YOU educators' statements are as follows, *"Before I entered RE-YOU, I was a spoiled brat who keeps on underestimating people, but because of RE-YOU, I learned my mistakes and changed."* Before, I keep on shouting at my parents especially when I'm mad but now, I can say, I've changed". Given these responses, RE-YOU practiced and apply to their self what they have learned in peer education program because, peer education are effective in improving behavioral outcome (Medley, et al., 2009). RE-YOU educators improved their family ties, and full trust was given to the educators. Since it is relational and it shows a mutual process, it has a resemblance with social exchange theory.

Decision making comes together with trust that was given to the RE-YOU members as educators. As members of the RE-YOU organization, educators are inclined to making careful and independent decision. As educators mentioned, *"Decisions must be made with backup plan especially in the field because, it may bring consequences not only among members but also with the group as a whole"*. Making decisions is always a part of one's individuality in order to take an action. In the context of RE-YOU, one's decisions are based on the norms and values of the organization because as social constructionist perspective argues that any actions taken by organization that involves interactions would create a result that may affect their constructed world which is RE-YOU.

RE-YOU educators' world includes other behavior like the engagement into an intimate relationship with opposite sex and same sex, but RE-YOU encompass a policy that there should be no intimate relationships among members inside the organization. However, there was a violator of the policy which defended herself and said, *"I violated the policy because our former leader had a relationship with inactive RE-YOU educator, and it had given me curiosity on how does it feel to have a partner inside an organization. It turned out to be a big issue that affected the members, and I feel so bad about it. I learned my lessons"*.

These statements substantiate the social learning theory of Albert Bandura wherein,

individuals learn through their observations and imitations of what they considered as models (Bandura 1986). RE-YOU educators tend to observe other people and gain learning from it. Hence, RE-YOU educators imitate what they observed, and view it according to how the society perceives it whether correct or wrong. RE-YOU educators tend to perceive themselves according to whoever serves as model in the organization, more likely the leader who serves as the expert in the field.

Prior to the membership in the organization, all of the RE-YOU educators are into an intimate relationship with opposite sex except for the only one who was into a relationship with same sex. RE-You educators were involved into pre-coital behaviors like kissing, hugging and holding of hands. In an intimate relationship among youth, discussions on sex may follow. As three of the RE-YOU educators revealed that they had been to sexual activity with their previous partners. In effect, a RE-YOU educator was involved into an unwanted pregnancy of his partner because of not using contraception. He said, "I've learned my lessons. *I'm now the officer in charge of RE-You while our leader is not around so, I must be a good example*". This bears a resemblance to the role theory wherein, members of the group partakes their roles according to the goals of the organization.

The above mentioned changes and improvement among educators' sexuality are being shaped based on the practices inside the organization brought about by series of interaction. Thus, this became their habitus as conceptualized by Bourdieu (Ritzer 2008). RE-You educators are unaware that their simple actions became their habitus. It is not basically caused by free will of each member but rather, due to practical activities that they perform in everyday. Their habitus are combination of structures of the organization which includes norms and values and individual agency. RE-YOU educators tend to internalize the advocacy of the organization together with their practice of peer education. The concept of "this is what is expected of me so, this should be me" is seen among RE-YOU educators. Though RE-YOU educators' sexuality are being shaped, there are some inevitable violations which are opposed to what they educate, due to their personal will especially in thinking and doing actions, which enable them to take actions

that are opposite to what they educate.

CONCLUSION

To conclude, the most important research insight that this paper highlights is the interdependence of self and others both inside and outside the RE-YOU organization. The personal identity of each educator prior to their membership to the organization serves as the beginning of one's self reformation. The self reformation occurs upon the entry to the organization wherein the new basis of their actions is the interactions among different structures and institutions that are guided by their personal agency. The educators self are highly dependent among the members of the organization and the target group which they educate which are both considered as their peers. Educators' actions must be presented in a very positive way which reflects the whole organization.

The study also proved and validated various theories. This theme is prominent in all data sources suggesting, for example, the variables of sexuality that provided changes and improvement among the educator's self, because of being part of the organization performing social interactions that includes practices of advocacy and peer education programs. These outcomes resemble the concept of social identity theory, social constructionist perspective and Bordieu's Habitus. It is social Identity because it explains how personal identities were turned into social identities, due to the membership to the group. It is Social Constructionism perspective because it reflects how an organization established its new world together with its members that formed norms and values. Lastly, it bear allot of resemblance with Bordieu's Habitus because of the practices by each members, which became part of their social identity and shaped their sexuality. However, there are violations like doing actions opposing to what they educated. It is because of one's personal agency that may be brought by their personal identity prior to the membership in the RE-YOU organization. As Bordieu's (2011) agency states that practice is not just determined but merely a product of free will. Individuals are inclined to doing actions that are not being imposed by any other individual, but rather by personal will which might be influenced by others through constant interactions, and there are cases wherein personal identity are still being practiced despite the shaped social identity as

member of the group (Lucas Milkie & Rohall 2007).

RECOMMENDATION

This paper explains the influence of peer education to sexuality among selected Cebuano youth educators. Thus, this paper recommends the following policies:

a. Peer education program is effective to the one's being educated and to the educators through proper training, practice and discipline. Strict policies should be imposed among peer educators to avoid violations and issues which might have a bearing on the whole peer education programs.

b. Since peer education has an influence on one's sexuality, RE-YOU organization may highlight youth sexuality in their peer education program strategies and implementation. There could be an increase in activities which concentrates on youth sexuality that must be carefully planned and applied.

c. Educational institutions may consider sexuality education among schools in order for the youth to increase knowledge, awareness, and safety. This may also be the initial pace towards preventing diseases like HIV among youth.

d. Government could generate empowerment programs and trainings among youth who could be potential educators of their peers. Herewith, more youth educators would be able to reach, and educate those inaccessible youth who are at risk of diseases like HIV and AIDS.

e. One of the limitations of this study is the failure to evaluate or assess the programs being implemented by RE-YOU organization, which could be further explored by future scholars and researchers to provide a comprehensive study.

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