





Awareness and Practice of Gender Equality among the College Students in a Catholic School

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ABSTRACT

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This study examined the level of awareness and extent of practice of gender equality among college students in a Catholic school during the 2024-2025 academic year. Additionally, it assessed the relationship between the awareness and practice of gender equality. This study employed a quantitative research design, primarily using the descriptive-correlational approach. The respondents consisted of a stratified random sample of 242 college students. In gathering the data, a validated and reliability-tested 63-item researcher-made questionnaire was utilized. The study employed a 5-point Likert scale in both constructs. In analyzing the data, mean, standard deviation, and Spearman rank-order correlation were used. Notably, this study strictly adhered to the ethical guidelines and principles. Generally, the students demonstrated an awareness of gender equality. Additionally, the students showed a very great extent of practice of gender equality. Moreover,



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a significant positive relationship was found between awareness and practice, indicating that higher levels of awareness are associated with a greater extent of practice. This suggests that students who are more aware of gender equality are also more likely to practice it actively in various contexts. The findings highlight the critical role of continuously implementing effective teaching and pedagogy, particularly through the subject Gender and Society (SSP 101), in sustaining and strengthening both awareness and practice of gender equality among students.

INTRODUCTION

Gender equality refers to the equal involvement of women and men in all areas of society (Abendroth, 2023). It is identified as the fifth Sustainable Development Goal (SDG) in the UN's 2030 Agenda (UN-Women, 2022). Despite global initiatives, it remains challenging to achieve (Andrade, 2022). The SIGI 2023 Global Report notes that discrimination, limited leadership opportunities, and slow progress in family, governance, and climate action continue to hinder equality (OECD Development Centre, 2023). Nonetheless, organizations like the UN persist in advancing this agenda. The UN Secretary-General's 30-year review of the Beijing Declaration, supported by 159 countries, records notable strides in reforms and innovation (UN-Women, 2025). Similarly, UNESCO emphasizes the role of education in promoting gender equality by empowering individuals, challenging stereotypes, and fostering inclusive societies (UNESCO, 2025).

Across Asia, gender inequality persists in many nations (Asawasakulkrai & Tubtim, 2023), primarily driven by deep-rooted cultural traditions and restrictive social norms (Gul et al., 2025). Shen (2024) notes that gender equality education faces significant barriers stemming from policy shortcomings, economic disparities, and cultural biases. Moreover, aspects such as enrollment levels, economic transitions, sustainability efforts, growth trends, and the evolution of democratic institutions significantly shape gender development in South, South-East, and East Asia (Ali et al., 2023). Despite these challenges, countries in the region continue to work towards meeting the standards outlined in their gender-related policies.

In the Philippines, the principle of gender equality is enshrined in the 1987 Constitution, which guarantees the "fundamental equality before the law of women and men" (Violon & Violon-Agudo, 2024). This constitutional provision is reinforced by Republic Act 9710, also known as the Magna Carta of Women (MCW), which is regarded as the Philippine equivalent of the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) (Francisco, 2023). To implement these legal commitments, various policies have been introduced. In higher education, the Commission on Higher Education (CHED) issued Memorandum Order No. 01, series of 2015, which institutionalizes gender equality, gender responsiveness, and gender sensitivity

within CHED and higher education institutions (Lualhati, 2019, as cited in Laro, 2024). At the basic education level, the Department of Education (DepEd) released Order No. 32, series of 2015, which established the Gender-Responsive Basic Education Policy (Talib-Bauda et al., 2025). Collectively, these policies direct schools to promote and uphold gender equality in education.

Despite having strong legal frameworks, the Philippines continues to face “significant challenges” in achieving SDG 5 – Gender Equality, with progress described as “stagnating” (Sustainable Development Report, 2024, as cited in Raton-Hibanada et al., 2025). Palma (2025) found that teachers and students in one institution perceived Gender and Development (GAD) programs as only moderately implemented. Similarly, reports show that students still experience discrimination, bullying, and inequality within schools (Ferrer et al., 2021). To address these issues, Casas et al. (2024) emphasize the importance of incorporating gender sensitivity awareness into curricula to shift students’ perspectives on gender-related concerns. Strengthening gender awareness is particularly vital, as it has been demonstrated to influence gender equality practices positively (Cagang et al., 2023).

Several studies have examined the concept of gender equality among students. For example, Orfan and Samady (2023) examined students’ perceptions of gender equality in conflict-stricken Afghanistan, while Bejasa (2024) explored the knowledge, attitudes, and practices of public senior high school students on the same topic. Yeşil and Karaboğa (2021) likewise assessed gender equality among middle school students, and Jahan (2021) investigated university students’ knowledge, attitudes, and practices toward gender equality in relation to Sustainable Development Goal 5. In the Philippine context, Curaming and Curaming (2020) employed critical discourse analysis to examine how gender relations are portrayed in a widely used English textbook series used in primary schools. Despite these contributions, limited research has focused explicitly on college students in Catholic schools, particularly when considering factors such as religion, family structure, program, and the presence of LGBTQIA+ family members as demographic variables, alongside the multidimensional concept of gender equality. To address this gap, the present study examined the relationship between awareness and practice of gender equality.

FRAMEWORK

This study assumed that the level of awareness influences the extent of practice of gender equality among college students. This theoretical assumption is anchored in the Theory of Planned Behavior (TPB) by Ajzen (1991), which posits that an individual’s behavior or practice is influenced by their awareness of the behavior, subjective norms, and perceived behavioral control. This model was used as a baseline to examine the correlation between the awareness and practice of gender equality. In the context of this study, the students’ awareness

of gender equality in school, at home, in their social environment, and on social media platforms helps shape their practice and its relevance. Thus, TPB provides a relevant lens for examining not only the relationship between awareness and practice of gender equality but also how different factors interact in shaping students' behaviors toward inclusivity and respect for diversity.

OBJECTIVES OF THE STUDY

This study assessed the level of awareness and extent of practice of gender equality in the areas of school environment, home environment, social environment, and social media platforms among the college students in a catholic school during the school year 2024-2025 when taken as a whole and grouped according to gender, religion, family structure, program, and have an LGBTQIA+ member of the family. Additionally, this study assessed the significant relationship between the level of awareness and the extent of practice of gender equality. This study may provide valuable insights to instructors or teachers teaching the subject Gender and Society, with the course number SSP 101, for the continuous improvement of their teaching pedagogy, assessment, and instructional materials. This is in response to the low levels of awareness and the limited practice of gender equality among students.

METHODOLOGY

This study employed a quantitative research design, specifically utilizing descriptive and correlational approaches. The chosen design and approaches statistically measured a set of variables to answer the theory-guided research questions and hypotheses (Creswell & Creswell, 2017). The descriptive approach assessed the level of awareness and extent of practice of gender equality among college students in a Catholic school, considering them as a whole and categorizing them based on gender, religion, family structure, program, and having an LGBTQIQ+ family member. Additionally, the correlational approach examined the significant relationship between the level of awareness and the extent of practice of gender equality. The sample size was determined using the Raosoft sample size calculator, which was set to a 95% confidence level and a 5% margin of error. The respondents were 242 college students in a Catholic school. They were identified using a stratified random sampling technique, specifically a fishbowl approach. Table 1 presents the demographic characteristics of the respondents.

Variable	n	%
Gender		
Man	108	44.6
Woman	115	47.5
LGBTQIA+	19	7.9
Religion		
Catholic	205	84.7
Non-Catholic	37	15.3
Family Structure		
Nuclear	160	66.1
Single Parent	35	14.5
Extended	47	19.4
Program		
Bachelor of Secondary Education (BSED)	30	12.4
Bachelor of Elementary Education (BEED)	19	7.9
Bachelor of Science in Criminology (BSCrim)	71	29.3
Bachelor of Arts in Political Science (AB PolSci)	4	1.7
Bachelor of Science in Civil Engineering (BSCE)	20	8.3
Bachelor of Science in Accountancy (BSA)	8	3.3
Bachelor of Science in Hospitality Management (BSHM)	45	18.6
Bachelor of Science in Marine Transportation (BSMT)	4	1.7
Bachelor of Science in Marine Engineering (BSMarE)	3	1.2
Bachelor of Science in Information Technology (BSIT)	38	15.7
Have an LGBTQIA+ member of the family		
Yes	73	30.2
No	169	69.8
Whole	242	100.0

Data Gathering

This study utilized a validated and reliability-tested 63-item researcher-made survey questionnaire. The items were spread across the areas of school environment, home environment, social environment, and social media platforms in both constructs. The instrument was subjected to the validity test, where ten (10) subject experts rigorously checked it. Meanwhile, regarding the reliability

of the instrument, it was pilot-tested on 30 non-actual respondents and yielded a reliable Cronbach's alpha result of 0.961, indicating that the instrument has excellent reliability. In terms of awareness, the scale used ranged from 1 (Very Unaware) to 5 (Very Aware). In terms of the extent of practice, it utilized a scale ranging from 1 (Very Low Extent) to 5 (Very Great Extent).

Data Analysis

The descriptive and correlational statistics were employed. Frequency count and percentage profiled the respondents. Mean and standard deviation were used to assess the level of awareness and extent of practice of gender equality among the college students. Meanwhile, the Shapiro-Wilk test revealed that the data were not normally distributed. Hence, the Spearman rank-order correlation was used to determine the relationship between awareness of and practice in promoting gender equality. Lastly, the whole process of this study adhered to the Philippine Health Research Ethics Board (PHREB) ethical guidelines. Specifically, the study addressed the general principles of respect for persons, nonmaleficence, beneficence, and justice to ensure the ethical soundness of the study.

RESULTS AND DISCUSSIONS

Level of Awareness of Gender Equality among the College Students in a Catholic School

Table 2 presents the awareness of gender equality among college students in a Catholic school, both overall and when grouped by demographic variables. Overall, the students demonstrated a level of awareness regarding gender equality. When grouped by gender, LGBTQIA+ students showed a higher awareness level, while both men and women demonstrated a high awareness. According to the religion, non-Catholics reported an awareness level, whereas Catholics reached a very high awareness level. Students from nuclear families were more aware, while those from single-parent families and extended families demonstrated very aware levels. By program, the highest awareness was observed among BSMarE and AB PolSci students, while BSMT students showed the lowest awareness. Students with an LGBTQIA+ family member had slightly higher awareness than those without.

Overall, the findings indicate that college students in a Catholic school demonstrated a high level of awareness about gender equality, with their overall score indicating a very high level of understanding. Given these findings, it appears that college students have a good understanding of gender equality. This could be because gender equality is being taught and is included in the curriculum across all programs in the college, which helps raise their awareness. In fact, this finding is consistent with the studies of Keating and Baker (2025)

and Shih and Wang (2022), which emphasize that integrating gender-related topics into academic programs increases students' awareness and sensitivity to equality. Additionally, this can be attributed to the school's influence as a Catholic institution that promotes respect, values human dignity, and fairness. This attribution is also supported by a study by Fernando et al. (2025), which highlighted the role of faith-based schools in shaping students' moral values and encouraging inclusive attitudes. Moreover, this could be because of the students' exposure to social media and current social issues, which increases their awareness of equality between the sexes. The mentioned factor is also explored in the studies by Suzor et al. (2019) and Lagrange (2025), who found that online platforms play a significant role in raising awareness and disseminating information about gender equality. The findings suggest that integrating gender equality into education and campus activities can be a continuous process, further enhancing students' awareness of gender equality.

In terms of gender, the findings indicate that LGBTQIA+ and male students showed a higher level of awareness about gender equality, while women reached a more advanced level of awareness. This means that women tend to have a stronger awareness of gender equality compared to their counterparts. This could be because women often witness unequal treatment in their daily lives, such as in family responsibilities or career expectations, which makes them more aware of the need for gender equality. In fact, this finding is consistent with Ugur's (2021) study, which explains that personal observations or experiences with inequality increase awareness and concern for fairness. This could be attributed to the influence of gender empowerment programs and advocacies that particularly highlight women's rights and roles in society. This attribution is also supported by a study by Mawadda and Sari (2024) and Cuadrado et al. (2024), which emphasized how targeted campaigns enhance women's awareness of gender equality. The findings suggest that women's everyday experiences and increased participation in awareness activities make them more aware of gender equality.

The findings indicate that students with an LGBTQIA+ family member showed slightly higher awareness of gender equality than those without. This means that having a family member who identifies as LGBTQIA+ may help students develop a deeper understanding of gender equality. This could be because students with an LGBTQIA+ family member are exposed to conversations at home about acceptance and fairness, which helps them better understand the value of gender equality. In fact, this finding is consistent with a study by Bangsawan (2023), which suggests that family interactions have a strong influence on students' awareness of gender equality. Also, this could be attributed to witnessing firsthand the challenges and discrimination faced by their LGBTQIA+ family member, which makes students more sensitive and aware of the importance of gender equality. This attribution is also supported by a study by Duran et al. (2024) and Fernando and Cabardo (2024) that highlighted how personal experiences increase awareness and empathy. The findings suggest

that family context and personal connections play a significant role in shaping students' awareness of gender equality.

The results indicate that college students in a Catholic school exhibited a high level of awareness of gender equality within their home environment. This suggests that students are very aware of equality and respect in their respective homes. This could be because parents and family members play a significant role in modelling respect and fairness at home. In fact, this finding is consistent with the study by Bangsawan (2023), who emphasized that parental guidance and family influence are strong foundations for children's awareness of equality. Additionally, this could be attributed to family discussions and practices that promote equal roles and responsibilities regardless of gender, such as shared household chores. This is also supported by a study by Mu (2025), which showed how family practices shape individuals' awareness of fairness and equality. The findings imply that the home environment is a strong foundation for developing students' awareness of gender equality.

Variable	School Environment			Home Environment			Social Environment			Social Media Platforms			Awareness		
	M	SD	Int	M	SD	Int	M	SD	Int	M	SD	Int	M	SD	Int
Gender															
Man	4.20	0.60	A	4.18	0.55	A	4.05	0.64	A	4.19	0.53	A	4.15	0.51	A
Woman	4.26	0.52	VA	4.28	0.53	VA	4.19	0.48	A	4.25	0.51	VA	4.24	0.39	VA
LGBTQIA+	3.89	0.68	A	4.31	0.53	VA	3.98	0.52	A	4.27	0.58	VA	4.12	0.47	A
Religion															
Catholic	4.22	0.56	VA	4.26	0.52	VA	4.13	0.53	A	4.23	0.51	VA	4.21	0.44	VA
Non-Catholic	4.10	0.63	A	4.10	0.60	A	3.98	0.70	A	4.20	0.58	A	4.09	0.52	A
Family Structure															
Nuclear	4.17	0.56	A	4.20	0.52	A	4.06	0.58	A	4.19	0.52	A	4.15	0.45	A
Single Parent	4.18	0.58	A	4.29	0.53	VA	4.19	0.55	A	4.28	0.54	VA	4.24	0.44	VA
Extended	4.33	0.61	VA	4.34	0.58	VA	4.22	0.49	VA	4.28	0.55	VA	4.29	0.47	VA
Program															
BSed	4.28	0.50	VA	4.32	0.40	VA	4.20	0.46	A	4.20	0.51	A	4.25	0.36	VA
BEED	4.05	0.52	A	4.26	0.48	VA	4.20	0.47	A	4.27	0.59	VA	4.20	0.43	A
BSCrim	4.27	0.53	VA	4.14	0.57	A	3.99	0.53	A	4.12	0.43	A	4.12	0.42	A

AB PolSci	4.50	0.68	VA	4.63	0.48	VA	4.31	0.39	VA	4.54	0.47	VA	4.48	0.37	VA
BSCE	4.08	0.67	A	4.17	0.64	A	4.04	0.74	A	4.14	0.56	A	4.10	0.52	A
BSA	4.06	0.50	A	4.22	0.57	VA	4.15	0.36	A	4.38	0.53	VA	4.20	0.25	A
BSHM	4.24	0.62	VA	4.38	0.50	VA	4.25	0.53	VA	4.33	0.48	VA	4.30	0.45	VA
BSMT	4.17	0.62	A	4.16	0.62	A	3.92	1.01	A	3.89	1.15	A	4.03	0.85	A
BSMarE	4.83	0.29	VA	4.50	0.50	VA	4.52	0.50	VA	4.62	0.44	VA	4.60	0.35	VA
BSIT	4.08	0.61	A	4.17	0.56	A	4.04	0.65	A	4.27	0.60	VA	4.14	0.54	A
Have an LGBTQIA+ member of the family															
Yes	4.25	0.60	VA	4.30	0.52	VA	4.11	0.53	A	4.23	0.49	VA	4.22	0.43	VA
No	4.18	0.56	A	4.21	0.54	VA	4.11	0.58	A	4.22	0.54	VA	4.18	0.46	A
Whole	4.20	0.57	A	4.24	0.54	VA	4.11	0.56	A	4.22	0.52	VA	4.19	0.45	A

Mean Range: 1.00-1.80=Very Unaware (VU), 1.81-2.60=Unaware (U), 2.61-3.40=Moderately Aware (M), 3.41-4.20=Aware (A), 4.21-5.00=Very Aware (VA)

Extent of Practice of Gender Equality among the College Students in a Catholic School

Table 3 presents the extent of practice of gender equality among college students in a Catholic school, overall and when grouped by demographic profile. As a whole, the students demonstrated a very great extent of practice of gender equality. When grouped according to gender, men were rated as very great in their practice, although slightly lower than women and LGBTQIA+ students. By religion, Catholic students exhibited a very great extent of practice, while non-Catholic students also showed high levels, though slightly lower. Students from nuclear families, single-parent families, and extended families all demonstrated a very great extent of practice. Across academic programs, AB Political Science, BSMarE, and BSHM reported the highest extent of practice, while BSMT students showed the lowest. Students with an LGBTQIA+ family member practiced slightly more than those without.

Generally, the findings indicate that students demonstrated a very great extent of practicing gender equality. This means that students are not only aware of gender equality but also actively implementing it in their daily lives. This could be because classroom activities and lessons emphasize not only awareness but also the application of gender equality, encouraging students to practice it in real-life situations. In fact, this is consistent with the study by Thapa et al. (2024), who found that experiential learning promotes the actual practice of values such as gender equality. Additionally, this can be attributed to school policies and student organizations that promote inclusivity and respect for all genders,

providing students with opportunities to put gender equality into practice. This is also supported by a study by Keating and Baker (2025) that highlighted the role of school-based programs in reinforcing equality-driven actions. Additionally, this could be because of the high level of awareness of gender equality, which is why they most likely practice it in their daily lives (Bejasa, 2024). The findings imply that consistent reinforcement through education, school initiatives, and peer influence enables students to move beyond awareness and actively practice gender equality in their daily lives.

The findings indicate that AB Political Science, BSMarE, and BSHM students reported the highest extent of practicing gender equality, while BSMT students showed the lowest. This means that some programs are more engaged in putting gender equality into practice, while others may need more encouragement and support to strengthen their efforts. This could be because AB Political Science students are more exposed to subjects and discussions about social justice, such as gender equality, which encourages them to apply these concepts in their daily lives (Ahedo Gurrutxaga et al., 2024). This is supported by Clavero and Galligan (2021), who emphasized that academic content influences students' social practices. This can be attributed to the nature of BSHM and BSMarE programs, which emphasize teamwork, service, and interaction with diverse people regardless of their gender, thereby naturally requiring fairness and inclusivity. This is consistent with the study by Poekert et al. (2022), which highlighted how professional training environments encourage the practice of equality in everyday situations. Meanwhile, the relatively low practice of gender equality among the BSMT students could be attributed to the program's curriculum and the culture of a historically male-dominated field, which limits opportunities for inclusive practices as supported in the study by Sotes et al. (2024). Furthermore, this finding aligns with the earlier result, which showed that BSMT students also reported a lower level of awareness about gender equality. This suggests a direct relationship between awareness and practice. The findings suggest that program curricula and learning environments play a crucial role in shaping students' practices regarding gender equality.

In terms of domains, the findings indicate that students practiced gender equality to a great extent on social media platforms, although this was the lowest among all domains. This means that while students value gender equality online, they may still face challenges in consistently applying it in their social media platforms compared to other settings. This could be because social media often exposes students to negative comments that affect how they respond or engage. In fact, this finding is consistent with the studies by Eden et al. (2024) and Bao and Feng (2025), which explain that online platforms can both promote and hinder inclusive practices. This could also be attributed to the fact that students are not so expressive on social media. They prefer to keep their values and opinions rather than post or comment publicly. In fact, this is supported by Zhang (2022), who found that many young people practice selective online expression to avoid

conflict or judgment. The findings suggest that while students value gender equality, they may require additional encouragement to express and promote it on their social media platforms openly.

Table 3

Extent of Practice of Gender Equality among College Students in a Catholic School

Variable	School Environment			Home Environment			Social Environment			Social Media Platforms			Practice		
	M	SD	Int	M	SD	Int	M	SD	Int	M	SD	Int	M	SD	Int
Gender Orientation															
Man	4.33	0.56	VG	4.28	0.62	VG	4.28	0.63	VG	4.02	0.79	GE	4.22	0.58	VG
Woman	4.58	0.42	VG	4.46	0.52	VG	4.48	0.45	VG	4.18	0.58	GE	4.42	0.39	VG
LGBTQIA+	4.57	0.51	VG	4.52	0.45	VG	4.45	0.47	VG	4.28	0.74	VG	4.45	0.49	VG
Religion															
Catholic	4.47	0.49	VG	4.41	0.53	VG	4.42	0.50	VG	4.17	0.64	GE	4.36	0.47	VG
Non-Catholic	4.47	0.58	VG	4.26	0.75	VG	4.22	0.75	VG	3.81	0.91	GE	4.18	0.63	GE
Family Structure															
Nuclear	4.43	0.49	VG	4.36	0.56	VG	4.38	0.53	VG	4.11	0.70	GE	4.32	0.49	VG
Single Parent	4.50	0.56	VG	4.45	0.55	VG	4.42	0.56	VG	4.20	0.67	GE	4.39	0.53	VG
Extended	4.55	0.52	VG	4.41	0.62	VG	4.40	0.60	VG	4.08	0.73	GE	4.36	0.53	VG
Program															
BSED	4.52	0.47	VG	4.44	0.49	VG	4.52	0.43	VG	4.25	0.56	VG	4.43	0.39	VG
BEED	4.64	0.33	VG	4.29	0.69	VG	4.44	0.48	VG	4.07	0.71	GE	4.36	0.41	VG
BSCrim	4.32	0.51	VG	4.22	0.54	VG	4.29	0.57	VG	3.97	0.70	GE	4.20	0.51	GE
AB PolSci	4.97	0.06	VG	4.96	0.07	VG	4.69	0.30	VG	4.31	0.75	VG	4.72	0.26	VG
BSCE	4.46	0.54	VG	4.47	0.60	VG	4.38	0.56	VG	3.98	0.79	GE	4.31	0.56	VG
BSA	4.56	0.57	VG	4.39	0.51	VG	4.44	0.58	VG	4.15	0.63	GE	4.38	0.49	VG
BSHM	4.59	0.43	VG	4.56	0.46	VG	4.53	0.44	VG	4.28	0.61	VG	4.48	0.40	VG
BSMT	4.25	0.62	VG	4.04	0.82	GE	4.13	0.66	GE	4.08	0.74	GE	4.13	0.70	GE
BSMarE	4.67	0.58	VG	4.62	0.36	VG	4.58	0.36	VG	4.63	0.34	VG	4.63	0.38	VG

BSIT	4.40	0.60	VG	4.42	0.65	VG	4.24	0.69	VG	4.11	0.84	GE	4.29	0.63	VG
Have an LGBTQIA+ member of the family															
Yes	4.52	0.47	VG	4.46	0.51	VG	4.53	0.48	VG	4.27	0.64	VG	4.44	0.44	VG
No	4.44	0.52	VG	4.36	0.59	VG	4.32	0.57	VG	4.05	0.71	GE	4.29	0.52	VG
Whole	4.47	0.51	VG	4.39	0.57	VG	4.39	0.55	VG	4.12	0.70	GE	4.33	0.50	VG

Mean Range: 1.00-1.80=Very Low Extent (VL), 1.81-2.60=Low Extent (LE), 2.61-3.40=Moderate Extent (ME), 3.41-4.20=Great Extent (GE), 4.21-5.00=Very Great Extent (VG)

Relationship between the Awareness and Practice of Gender Equality

Table 4 presents the results of the analysis. A significant positive relationship was found between awareness and practice, indicating that higher levels of awareness are associated with higher levels of practice. This suggests that students who are more aware of gender equality are also more likely to practice it actively in various contexts.

The findings suggest a significant positive relationship between awareness and the practice of gender equality, indicating that as awareness increases, so does the practice of gender equality. This means that students who better understand gender equality are more likely to apply it in their actions. This could be because lessons and discussions in class not only raise awareness but also encourage the students to put what they learn into practice. This is also supported by Karim et al. (2024), who found that education enhances both awareness and practice in promoting gender equality. Similarly, this can be attributed to the fact that students are more motivated to practice gender equality when they are clearly aware of its importance. This is also mentioned in Bejasa's (2024) study, which emphasizes that awareness strengthens personal conviction, leading to practice. It is true that if they are aware, they will most likely practice it (Bejasa, 2024; Cagang et al., 2023). The findings suggest that increasing awareness of gender equality can have a direct impact on how students practice and apply gender equality in their daily lives.

Table 4
Relationship between Awareness and Practice of Gender Equality

Variable	r_s	df	P
Awareness x Practice	0.607*	240	0.000

Note: *correlation is significant when $p \leq 0.05$

The study's findings confirm the Theory of Planned Behavior (TPB) by Ajzen (1991), as indicated by the inferential results, which showed a significant positive

relationship between students' awareness of gender equality and their practice of it. This supports the theoretical assumption that higher awareness leads to stronger application in daily practice. The students' demonstrated awareness, shaped by the course, family values, and social exposure, translated into practices of fairness and inclusivity. Thus, the study provides empirical support to the TPB framework, affirming that awareness is a key predictor of practice among college students in the context of gender equality. Meanwhile, this research suggests that further studies are needed to validate the aforementioned claims.

CONCLUSION

This highlights that various factors influence students' awareness of and engagement with gender equality. This study concludes that college students in a Catholic school are generally aware of gender equality and practice it to a great extent in their daily lives. The results further show that students' level of awareness has a significant positive relationship with their practice of gender equality. This means that the more aware they are, the more likely they are to practice it. Lastly, the findings highlight the important role of continuously implementing effective teaching and pedagogy, particularly through the subject Gender and Society (SSP 101), in sustaining and strengthening both awareness and practice of gender equality among students.

This study recognized the various limitations in the findings. It was conducted in a Catholic school with limited demographic variables employed and relied on a researcher-made questionnaire. Additionally, the study employed a quantitative research design, focusing on descriptive and correlational approaches. Given these limitations, further studies are encouraged to utilize the same instrument, research design, statistical treatments, theoretical framework, and demographic variables to validate the claims presented in this study.

TRANSLATIONAL RESEARCH

This study was presented to all SSP 101: Gender and Society instructors for feedback, and the results were also provided to the Student Welfare Development Office at the institution. Additionally, the study's findings will be presented at international research conferences.

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