

Awareness and Implementation of Gender Equality, Disability, and Social Inclusion (GEDSI) In Private Catholic Institution

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ABSTRACT

The study determined the extent of awareness and implementation of Gender Equality, Disability, and Social Inclusion (GEDSI) among college students in Private Catholic Institution of Escalante City, Negros Occidental. It focused on students' perception of GEDSI efforts, awareness of rights and responsibilities, social inclusion and equity issues, inclusive teaching practices, and student support services. Using a descriptive-comparative-correlational research design, 333 selected students were chosen through stratified random sampling during the Academic Year 2025–2026. Data were gathered using a researcher-made questionnaire. The instrument underwent content validation by nine experts using the Lawshe Method and obtained a Content Validity Index (CVI) of 0.92, indicating very high content validity. A pilot test involving 30 college students was also conducted, and the instrument achieved a Cronbach's Alpha coefficient of 0.952, demonstrating excellent reliability. The collected data were analyzed using frequency count, percentage, mean, t-test, ANOVA, and Pearson r. Findings revealed that students demonstrated a very high level of awareness and implementation of GEDSI, particularly in Awareness of Rights and Responsibilities. However, lower results were observed in Students' Perception of GEDSI Efforts and participation in institutional GEDSI-related activities, indicating weaker experiential engagement despite high conceptual awareness. Significant differences were found in selected dimensions when grouped according to gender, academic program, and year level, while age showed no significant influence. Moreover, a significant positive relationship existed between awareness and implementation of GEDSI. The study concluded that while students possessed strong understanding of GEDSI principles, greater emphasis on participation and engagement in institutional inclusion initiatives remained necessary. Consequently, the study recommended the implementation of the Strengthening Awareness and Inclusive Engagement Program (SAIEP) to enhance students' exposure and participation in GEDSI-related activities.

Keywords: Gender Equality, Disability, Social Inclusion, GEDSI Awareness, GEDSI Implementation, Inclusive Education, College Students

INTRODUCTION

Educational institutions play a vital role in promoting equality and inclusion, as Gender Equality, Disability, and Social Inclusion (GEDSI) support the development of fair and inclusive learning environments (Opertti et al., 2021). Inclusive education ensures that students from diverse backgrounds have equal opportunities to learn and participate (Hernández-Saca et al., 2023). Despite ongoing efforts to promote GEDSI principles, challenges such as persistent gender bias, unequal participation, and limited support for learners with disabilities continue to exist (Ainscow & Sandill, 2021). Education policies mandate the promotion of GEDSI principles through legislation and institutional programs, aiming to create inclusive learning environments for all students. In the Philippine context, this includes laws such as Republic Act 7277, also known as the Magna Carta for Persons with Disabilities, as well as international frameworks like UNESCO guidelines on inclusive education and Sustainable Development Goal 4 on quality education (Mittler, 2022). However, awareness of these principles among students does not always translate into effective implementation (Loreman, 2022). Schools may promote policies and conduct orientation programs, but gaps remain in how these principles are

applied in classrooms, teaching practices, and student support services (Opertti et al., 2021). These inconsistencies highlight the need to examine not only students' awareness of GEDSI but also how these principles are implemented in the school environment (Hernández-Saca et al., 2023).

Students' perception of how the school promotes GEDSI, including institutional awareness, dissemination of policies, orientation programs, and promotion of diversity and inclusion, reflects the role of school leadership in fostering inclusive education; however, discrepancies may exist when students are aware of policies but these are not consistently applied in practice, limiting their impact on daily school life (Mel Ainscow, 2021). GEDSI integration in curriculum and instruction, including incorporation of gender equality, social inclusion, and diversity concepts in classroom discussions, lesson content, instructional materials, and learning activities, emphasizes the importance of curriculum design in supporting equitable learning opportunities, yet inconsistencies often arise when inclusive concepts are taught theoretically but not effectively translated into practical classroom strategies (Elisa Hernández-Saca et al., 2023). Awareness of social inclusion and equity issues, including understanding of discrimination, social and economic inequalities, challenges faced by persons with disabilities, and the promotion of fairness, empathy, and social justice, highlights the necessity of social awareness and empathy in inclusive education; still, students may recognize these issues without seeing concrete actions from the school to address them, indicating a mismatch between awareness and real implementation (Tim Loreman, 2022). Collectively, these domains reflect students' perceptions of the school's efforts in promoting equality, inclusive teaching, and social and cultural diversity, while also revealing the shortcomings between understanding inclusive principles and their practical application in the institution (Peter Mittler, 2022).

The implementation of GEDSI focuses on the practical application of these principles and is also measured through three domains (Mel Ainscow, 2021). Actual application in schools includes enforcement of inclusive policies, maintenance of a safe environment, accessible facilities, fair opportunities in academic and extracurricular activities, and fostering a culture of respect and dignity; however, inconsistencies may occur when policies exist but are not consistently enforced, limiting students' real experiences of inclusion (Peter Mittler, 2022). Inclusive teaching and learning practices involve teachers' fair treatment of students, encouragement of participation, promotion of collaboration, consideration of diverse learner needs, use of inclusive language, accommodation of different abilities, and provision of equal opportunities for student success; yet discrepancies can arise if teachers are aware of inclusive strategies but fail to implement them effectively in classroom interactions (Elisa Hernández-Saca et al., 2023). Student support services and engagement include accessible support services, guidance programs promoting well-being and inclusivity, programs related to GEDSI awareness and advocacy, support for students with special needs, promotion of gender equality programs, and encouragement of participation in inclusion initiatives; still, shortcomings exist when students are aware of support programs but face barriers in accessing or benefiting from them (Tim Loreman, 2022). Despite growing awareness and the existence of policies, a notable discrepancy remains between students' understanding of GEDSI and its practical implementation. Many students may comprehend inclusive principles in theory, yet their application in classrooms, teaching strategies, and institutional support is often limited. This inconsistency underscores the importance of assessing both awareness and implementation together across multiple domains to understand how schools can more effectively operationalize inclusive practices in local settings such as Private Catholic Institution of Escalante Inc.

Despite the presence of GEDSI-related policies and awareness programs, a gap remains because students' awareness of GEDSI principles does not always lead to consistent implementation in classroom instruction, school activities, and support services. Consequently, this study aims to determine the extent of awareness and implementation of GEDSI among college students in an educational institution. The findings will provide valuable insights to help administrators, educators, and policymakers strengthen inclusive programs, policies, and practices for a more equitable and supportive learning environment.

Statement of the Problem

This study aimed to determine the extent of awareness and the extent of implementation of Gender Equality, Disability, and Social Inclusion (GEDSI) among college students in a selected educational institution.

Specifically, this study sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of age, gender, year level and academic programs in educational institution?
2. What is the extent of awareness of college students in terms of Gender Equality, Disability, and Social Inclusion (GEDSI) when they are taken collectively and grouped according to age, gender, year level and academic programs in educational institution?
3. What is the extent of implementation of GEDSI in terms of gender equality, disability, and social inclusion when they are taken collectively and grouped according to age, gender, year level and academic programs in educational institution?
4. Is there a significant difference in the extent of awareness when they are grouped according to aforementioned profile in educational institution?
5. Is there a significant difference in the extent of implementation when they are grouped according to aforementioned profile in educational institution?
6. Is there a significant relationship between the extent of awareness and the extent of Implementation of GEDSI in educational institution?

Hypotheses

This study tested the following inferential problem:

1. There is no significant difference in the extent of awareness when they are grouped according to aforementioned profile in educational institution.
2. There is no significant difference in the extent of implementation when they are grouped according to aforementioned profile in educational institution.
3. There is no significant relationship between the extent of awareness and the extent of Implementation of GEDSI in educational institution.

Theoretical Framework

This study will be anchored on two theories, namely Inclusive Education Theory and Equity Theory, which will help explain how awareness will influence the implementation of Gender Equality, Disability, and Social Inclusion (GEDSI) in educational institutions. These theories will provide a basis for understanding how students' knowledge and perception of inclusion and fairness will affect their support and participation in inclusive practices. They will also guide the study in examining the relationship between awareness and implementation of GEDSI among college students.

Inclusive Education Theory, emphasizes that all students, regardless of gender, ability, or social background, will learn together in the same environment (Loreman, 2022). This theory supports the idea that inclusive practices will provide equal access to learning and participation for all students (Hernández-Saca et al., 2023). Globally, inclusive education will continue to promote diversity and equal opportunity in educational settings (Oswal et al., 2025). In Asian contexts, cultural differences, training gaps, and limited resources will cause uneven implementation of inclusive practices (Ibda et al., 2024). Locally, in the Philippines, policies will support inclusion, but gaps in awareness and actual practice will still affect how students experience inclusivity (Albert et al., 2025); (Siriban, 2025).

Inclusive Education Theory, for awareness will explain that students will develop knowledge and understanding of gender equality, disability inclusion, and social inclusion, which will guide their attitudes toward respecting diversity (Hernández-Saca et al., 2023). Awareness of gender equality will allow students to

recognize the importance of equal rights and opportunities regardless of gender (Oswal et al., 2025). Awareness of disability inclusion will help students understand the need for accessible programs and support for learners with disabilities (Loreman, 2022). Awareness of social inclusion will make students understand the importance of participation from diverse socio-economic and cultural backgrounds (Jobir, 2024).

Equity Theory, developed by John Stacey Adams, will explain that individuals will seek fairness and equal treatment in their environment (Main, 2024). Students' perceptions of fairness and equitable treatment in education affect their sense of inclusion and participation when they believe opportunities and resources are distributed fairly (Lee & Stacey, 2024).

This theory supports the idea that when students perceive fairness in school practices, they will develop positive attitudes and will actively support inclusive initiatives (Main, 2024). When students perceive educational practices as unfair or inequitable, their motivation, engagement, and support for inclusive learning can decline (York Cornwell & Farmer, 2023).

Equity Theory, for awareness will explain that students will recognize the importance of fairness in implementing gender equality, disability inclusion, and social inclusion practices (Main, 2024). Awareness of gender equality will help students understand that fair treatment must be applied to all genders in academic participation and opportunities (Oswal et al., 2025).

Awareness of disability inclusion will allow students to recognize the need for equitable access and support for learners with special needs (Loreman, 2022). Awareness of social inclusion will guide students to understand the importance of including learners from diverse socio-economic, cultural, and ethnic backgrounds (Jobir, 2024).

Inclusive Education Theory, for implementation will explain that schools will apply inclusive practices that allow students to participate equally in programs, policies, and school activities (Hernández-Saca et al., 2023). Implementation of gender equality will occur when policies and classroom practices ensure equal rights and opportunities for all genders (Oswal et al., 2025).

Disability inclusion implementation will involve accessible facilities, supportive programs, and trained personnel to assist learners with disabilities (Loreman, 2022). Social inclusion implementation will include school activities and programs that actively engage learners from different cultural, social, and economic backgrounds (Jobir, 2024).

Equity Theory, for implementation will explain that students' perception of fairness will influence how they participate in GEDSI-related practices (Main, 2024). When students observe fair treatment in gender equality, they will actively engage in programs promoting equitable participation (Oswal et al., 2025).

When students see that learners with disabilities receive appropriate access and resources, they will support inclusive practices (Loreman, 2022). For social inclusion, students' engagement will increase when they perceive fair participation opportunities for learners from diverse backgrounds (Jobir, 2024).

By combining Inclusive Education Theory and Equity Theory, this study will examine how students' awareness of GEDSI will shape their attitudes toward fairness and inclusion, which will, in turn, influence the implementation of inclusive practices in the institution. Awareness and implementation will be measured across three dimensions: gender equality, disability inclusion, and social inclusion, providing a clear framework to study the relationship between knowledge and practice in higher education.

IPOO Framework

This study adopts the Input–Process–Output–Outcome (IPOO) Model to illustrate the relationship between awareness and implementation of Gender Equality, Disability, and Social Inclusion (GEDSI) in educational institution.

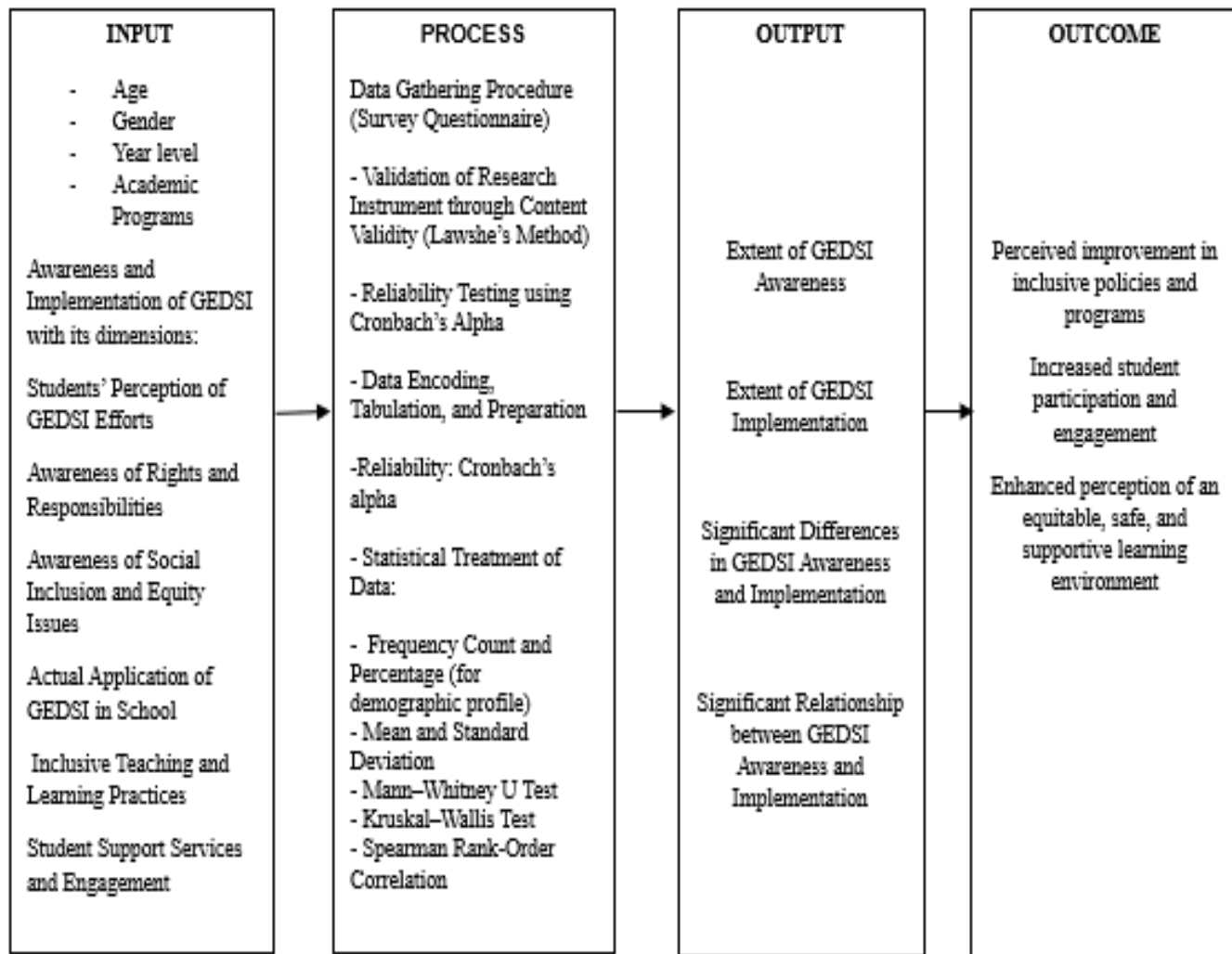


Figure 1: IPOO Model

The Input–Process–Output–Outcome (IPOO) framework illustrates the systematic flow of the study on the Awareness and Implementation of Gender Equality, Disability, and Social Inclusion (GEDSI) in the educational institution. The Input consists of the respondents' demographic profile, including age, gender, year level, and academic program, as well as the key variables of the study, which are the level of GEDSI awareness and implementation in terms of its identified dimensions. These inputs represent the baseline data gathered from the respondents. The Process describes the procedures and statistical treatments used in the study. This includes data gathering through a validated and reliable survey questionnaire, as well as data analysis using frequency counts and percentages for the demographic profile, mean and standard deviation for the level of awareness and implementation, Mann–Whitney U Test and Kruskal–Wallis Test for determining differences across groups, and Spearman Rank-Order Correlation for examining relationships between variables. The Output presents the results of the statistical analysis, which include the extent of GEDSI awareness, the extent of GEDSI implementation, the significant differences in responses when grouped according to demographic profile, and the significant relationship between awareness and implementation. The Outcome reflects the expected impact of the study, which includes improved inclusive policies and programs, increased student participation and engagement, and an enhanced perception of an equitable, safe, and supportive learning environment within the institution. Overall, the IPOO framework shows the logical flow of the study from data collection, analysis, and interpretation to the expected institutional benefits derived from the findings.

Scope and Delimitation of the Study

This study focused on determining the extent of awareness and implementation of Gender Equality, Disability, and Social Inclusion (GEDSI) in the selected educational institution of Private Catholic Institution of Escalante

Inc., Negros Occidental. The respondents of this study were the college students enrolled in the selected educational institution of Private Catholic Institution of Escalante Inc., Negros Occidental.

The study examined students' awareness in terms of students' perception of GEDSI efforts, awareness of rights and responsibilities, awareness of social inclusion and equity issues, inclusive teaching and learning practices, and student support services and engagement. It also assessed the extent of GEDSI implementation within the institution.

The researcher conducted this study within a time frame of one week during the second semester of School Year 2025–2026 in the month of April 2026. The study was delimited only to the selected college students of the institution and did not include faculty members, administrators, non-teaching personnel, or students from other educational institutions.

Limitations of the Study

This study was limited by its reliance on the respondents' self-reported answers, which may have been influenced by personal perceptions, experiences, and willingness to provide accurate responses. The findings were based solely on the data gathered from the selected college students during the period of data collection and may not fully represent the views of all stakeholders within the institution.

Furthermore, the study was conducted in only one educational institution; therefore, the results may not be generalized to other colleges or universities with different student populations, policies, and institutional practices regarding Gender Equality, Disability, and Social Inclusion (GEDSI).

Significance of the Study

This study was significant to the following:

Students. Students benefited from this study through improved awareness and implementation of GEDSI that promoted fairness, respect, and equal opportunities in school.

Faculty. Faculty gained a better understanding of inclusive practices that helped them support diverse learners and create a more inclusive learning environment.

School Administrators. School administrators benefited from the results as a basis for improving policies and strengthening programs related to Gender Equality, Disability, and Social Inclusion (GEDSI) within the institution. The findings helped administrators recognize areas that needed improvement, such as policy enforcement, program development, or resource allocation.

Policy Makers and Education Leaders. The study helped policy makers and education leaders use the findings as a reference in enhancing strategies and programs that supported inclusive education.

Researchers. The researchers benefited from this study by gaining a deeper understanding of the awareness and implementation of Gender Equality, Disability, and Social Inclusion (GEDSI) in the educational institution. The study also helped improve their research skills and served as a basis for future studies on inclusive education.

Future Researchers. The study helped future researchers by serving as a reference for further research related to GEDSI awareness, implementation, and inclusive practices in educational institutions.

Definition of Terms

For clarity, the following terms were defined conceptually and operationally:

Awareness. This study referred to the level of knowledge and understanding that students had regarding Gender Equality, Disability, and Social Inclusion (GEDSI) (Hernández-Saca et al., 2023); (Oswal et al., 2025).

It was measured through survey items related to gender equality, disability inclusion, and social inclusion using a 4-point Likert scale.

Awareness of Rights and Responsibilities. This study referred to the level of students' understanding of their rights and responsibilities in relation to Gender Equality, Disability, and Social Inclusion (GEDSI) (Ainscow & Sandill, 2021); (Oswal et al., 2025). It was measured through survey items focusing on equality, fairness, respect, and inclusive responsibilities within the school environment.

Awareness of Social Inclusion and Equity Issues. This study referred to the students' level of understanding regarding issues related to social inclusion, discrimination, fairness, and equity in education (Hernández-Saca et al., 2023); (Montales, 2026). It was measured through survey items assessing awareness of diversity, equal participation, and inclusive opportunities within the institution.

Actual Application of GEDSI in School. This study referred to the extent to which GEDSI principles were practiced and implemented within the educational institution (Lim & Dizon, 2022); (Castulo et al., 2026). It was measured through survey items focusing on the implementation of inclusive policies, programs, and school activities.

Disability Inclusion. This study referred to the provision of equal access to education, programs, services, and facilities for students with disabilities (Loreman, 2022); (Montales, 2026). It was measured through survey items on accessibility, equal opportunities, and support services within the institution.

Educational Institution. This study referred to the selected college where the study was conducted and where the respondents were drawn from (Albert et al., 2025). It specifically referred to the college students who participated in the survey.

Gender Equality. This study referred to equal rights, responsibilities, treatment, and opportunities for all students regardless of gender (Ainscow & Sandill, 2021); (Hernández-Saca et al., 2023). It was measured through survey items related to fairness, equal participation, and non-discriminatory practices in school.

Gender Equality, Disability, and Social Inclusion (GEDSI). This study referred to the combined principles and practices that promoted fairness, inclusivity, accessibility, and equal participation for all students regardless of gender, disability, or social background (Jobir, 2024); (Siriban, 2025). It was measured through survey items assessing both awareness and implementation of GEDSI practices within the institution.

Implementation. This study referred to how GEDSI-related policies, programs, and practices were applied and carried out within the school environment (Lim & Dizon, 2022); (Castulo et al., 2026). It was measured through survey items evaluating the extent of implementation of GEDSI practices in the institution.

Inclusive Teaching and Learning Practices. This study referred to teaching approaches, classroom strategies, and learning activities that promoted accessibility, equal participation, and inclusivity among students regardless of gender, disability, or background (Loreman, 2022); (Hernández-Saca et al., 2023). It was measured through survey items related to instructional practices and inclusive learning experiences.

Social Inclusion. This study referred to ensuring that all students, including those from diverse backgrounds, were given equal opportunities to participate fully in school activities and programs (Hernández-Saca et al., 2023); (Montales, 2026). It was measured through survey items related to diversity, participation, support, and inclusion within the school environment.

Students' Perception of GEDSI Efforts. This study referred to the students' views, observations, and understanding regarding the efforts of the institution in promoting Gender Equality, Disability, and Social Inclusion (GEDSI) (Hernández-Saca et al., 2023); (Jobir, 2024). It was measured through survey items assessing students' experiences and perceptions of institutional GEDSI initiatives and practices.

Student Support Services and Engagement. This study referred to the support programs, student services, and institutional opportunities provided to encourage students' participation, well-being, and inclusion within

the educational environment (Albert et al., 2025); (Ibda et al., 2024). It was measured through survey items assessing accessibility of services, student involvement, and institutional support for diverse learners.

Stakeholders. This study referred to individuals involved in the implementation and promotion of GEDSI practices, such as administrators, teachers, and students (Albert et al., 2025); (Ibda et al., 2024). It specifically referred to the college students who responded to the survey questionnaire.

METHODOLOGY

This chapter presented the research design that was utilized in the quantitative phase of the study. For the quantitative phase, it included the research design, respondents, sample size, sampling technique, data-gathering instrument, validity and reliability, data-gathering procedures, data analysis, and ethical considerations.

Research Design

A descriptive–comparative–correlational research design was used in this study. This design described the current status of the variables, compared differences between groups, and examined the relationship between variables without changing or controlling them. It allowed the researchers to collect numerical data and analyze patterns and relationships in a clear and organized manner. This design is commonly used in educational research to provide a comprehensive understanding of a topic (Siedlecki, 2021).

The comparative aspect was used in this study to determine whether significant differences existed in the extent of awareness and the extent of implementation of GEDSI when respondents were grouped according to age, gender, and academic program. This helped the researchers identify which groups had higher or lower levels of awareness and implementation.

The correlational aspect was used to determine whether a significant relationship existed between the extent of awareness and the extent of implementation of GEDSI among students. This showed whether higher awareness was associated with better implementation. Through this, the study provided information that could help improve inclusive practices in education.

Research Locale

This study was conducted at Private Catholic Institution of Escalante Inc., a private educational institution located in Escalante City, Negros Occidental.

Respondents

The respondents of the study consisted of 333 selected students from Private Catholic Institution of Escalante Inc. They were chosen because they are part of the academic community and can provide information about the awareness and implementation of Gender Equality, Disability, and Social Inclusion (GEDSI) in the institution.

Population

The population of the study consist of one thousand six hundred sixty-nine (1,669) students enrolled of Private Catholic Institution of Escalante Inc. for the Academic Year 2025–2026.

Sample Size

The study involved all enrolled students of Private Catholic Institution of Escalante Inc. for the Academic Year 2025–2026. Each group was assigned a number of respondents proportional to its total population. The sample provided reliable and representative data for examining the awareness and implementation of Gender Equality, Disability, and Social Inclusion (GEDSI) in the educational institution.

	Programs	Population	Sample Size
Program A	Bachelor of Science in Business Administration (BSBA)	544	104
Program B	Teacher Education (T-ED)	997	187
Program C	Bachelor of Science in Information System (BSIS)	107	21
	TOTAL	1,648	312
Program D	Bachelor of Arts (total enumeration)	21	
	TOTAL POPULATION	1,669	333

Table 1: Sample Size and Total Enumeration

The AB (Bachelor of Arts) program has a total enumeration of 21 respondents was selected to participate in the study. This means that all students in the AB program were included. The respondents serve as a representative sample to gather data about the extent of awareness and the extent of implementation of GEDSI.

Sampling Technique

The study used stratified random sampling to select the respondents. In this method, the student population of Private Catholic Institution of Escalante Inc. was divided into relevant strata or subgroups, such as age, gender, year level, and academic program. This ensured that each subgroup was properly represented in the sample. After grouping the students, respondents were randomly selected from each stratum based on their proportion in the total population. A total of 333 respondents were chosen to participate in the study.

This sampling technique was used because it provided a more accurate and representative sample by ensuring that all key groups within the population were included. It reduced sampling bias and improved the reliability of the data, especially when there were differences among subgroups. Through this method, the researchers were able to generalize the findings and better reflect the awareness and implementation of GEDSI among the students.

Data Gathering Instrument

The researchers used a structured survey questionnaire as the main tool to collect data. The respondents will answer the questionnaire using A Likert scale to show their level of agreement.

Scale	Description	Interpretation
4	Strongly Agree	The respondents strongly agree with the extent of awareness and implementation of GEDSI.
3	Agree	The respondents agree with the extent of awareness and implementation of GEDSI.
2	Disagree	The respondents disagree with the extent of awareness and implementation of GEDSI.
1	Strongly Disagree	The respondents strongly disagree with the extent of awareness and implementation of GEDSI.

Table 2: A Likert scale

This table, will show how the respondents will rate their level of agreement with the statements on awareness and implementation of GEDSI. A rating of 4 will mean that the respondents will strongly agree, while 3 will mean they will agree. A rating of 2 will indicate that they will disagree, and 1 will mean they will strongly disagree. These responses will help determine the extent of awareness and implementation of GEDSI among the respondents.

Validity and Reliability

Validity

To establish the validity of the research instrument, the questionnaire was reviewed and evaluated by the research adviser and nine (9) selected experts in research methodology and education. Their evaluation focused on the clarity, relevance, and appropriateness of each item in measuring students' awareness and implementation of Gender Equality, Disability, and Social Inclusion (GEDSI) in the educational institution. The Lawshe Method was used to quantify content validity by having the experts rate each item as "essential," "useful but not essential," or "not necessary." The Content Validity Ratio (CVR) was then computed for each item to determine whether it met the minimum threshold for inclusion. Feedback and recommendations from the experts were carefully considered and used to revise and refine the questionnaire. This process ensured that the instrument accurately reflected the objectives of the study and effectively captured the intended constructs related to GEDSI awareness and implementation (Taherdoost, 2022).

The results showed that the research instrument obtained a Content Validity Index (CVI) of 0.92, indicating very high content validity. Most of the questionnaire items were accepted by the nine jurors, with several items obtaining perfect CVR and CV values of 1.00, which reflected strong agreement on the relevance and appropriateness of the items. However, a few items were rejected because they obtained lower CV values ranging from 0.67 to 0.78. Overall, the findings showed that the majority of the items included in the instrument were considered valid for measuring the awareness and implementation of Gender Equality, Disability, and Social Inclusion (GEDSI).

Reliability

To establish the reliability of the instrument, a pilot test was conducted among 30 college students who were not included in the actual respondents of the study. The responses gathered from the pilot test were analysed to determine the consistency and stability of the questionnaire items using Cronbach's Alpha reliability test. Cronbach's Alpha was widely used in survey research to evaluate internal consistency and to ensure that the items in the questionnaire reliably measured the same concept (Zakariya, 2022). Ensuring both validity and reliability was essential because it guaranteed that the research instrument measured what it was intended to measure and produced consistent results when administered to respondents. Studies showed that a questionnaire with strong validity and reliability increased the credibility and accuracy of research findings.

The results of the reliability test showed a Cronbach's Alpha value of 0.952, indicating an excellent level of internal consistency. This implied that the instrument was highly reliable and produced consistent results in measuring the awareness and implementation of Gender Equality, Disability, and Social Inclusion (GEDSI) among college students. The item reliability statistics further revealed that all questionnaire items maintained high reliability, with Cronbach's Alpha values ranging from 0.950 to 0.953 when items were dropped. Overall, the findings confirmed that the research instrument was reliable and suitable for gathering dependable data for the study.

Data Analysis

The data collected were analyzed to determine the extent of awareness and implementation of Gender Equality, Disability, and Social Inclusion (GEDSI) among college students. The responses were quantified using a 4-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (4). The results were interpreted based on their corresponding verbal descriptions to determine the level of awareness and implementation of GEDSI across the identified dimensions.

The table below was presented to provide a clear and organized interpretation of the findings.

Number Code	Awareness of GEDSI	Scale	Verbal Interpretation
4	Strongly Agree	3.25-4.00	Very High Extent of Awareness

3	Agree	2.50-3.24	High Extent of Awareness
2	Disagree	1.75-2.49	Low Extent of Awareness
1	Strongly Disagree	1.00-1.74	Very Low Extent of Awareness
Number Code	Awareness of Implementation	Scale	Verbal Interpretation
4	Strongly Agree	3.25-4.00	Very High Extent of Implementation
3	Agree	2.50-3.24	High Extent of Implementation
2	Disagree	1.75-2.49	Low Extent of Implementation
1	Strongly Disagree	1.00-1.74	Very Low Extent of Implementation

Data Gathering Procedure

The researchers followed several steps to collect the data. First, they will prepare a formal request letter to ask permission from the administration of Private Catholic Institution of Escalante Inc. to conduct the study. After approval, the researchers distributed the survey questionnaires to the selected respondents, giving them enough time to read and answer the questions carefully. Once the respondents completed the questionnaires, the researchers collected and checked the responses to ensure that all questions were answered. The gathered data were then organized, tabulated, and prepared for statistical analysis.

Statistical Tool

For Problem 1, frequency counts and percentages were used to describe the demographic profile of the respondents in terms of age, gender, year level, and academic program in the educational institution.

For Problems 2 and 3, the mean and standard deviation were used to determine the extent of awareness and the extent of implementation of Gender Equality, Disability, and Social Inclusion (GEDSI). These measures were analyzed both collectively and when respondents were grouped according to age, gender, year level, and academic program.

For Problems 4 and 5, the Mann–Whitney U Test and Kruskal–Wallis Test were used to determine whether significant differences existed in the extent of awareness and the extent of implementation of GEDSI when respondents were grouped according to their demographic profile. The Mann–Whitney U Test was used for variables with two groups, while the Kruskal–Wallis Test was used for variables with more than two groups.

For Problem 6, Spearman Rank-Order Correlation (Spearman's rho) was used to determine the significant relationship between the extent of awareness and the extent of implementation of GEDSI.

Ethical Considerations

This study on the awareness and implementation of Gender Equality, Disability, and Social Inclusion (GEDSI) in the selected educational institution adhered to ethical standards to protect the rights, dignity, and welfare of all participants throughout the research process. Ethical principles guided the conduct of the study to ensure integrity, transparency, and accountability in gathering data from the respondents. Prior to data collection, the respondents were provided with clear information regarding the purpose, objectives, and procedures of the study. Participation in the study was entirely voluntary, and respondents were given the right to refuse or withdraw from the study at any time without any negative consequences.

Protection of Participants' Rights and Welfare

The study strictly observed ethical principles to safeguard the rights, dignity, and welfare of the respondents. The researchers ensured that all participants were treated fairly and respectfully throughout the conduct of the study. The study also complied with the provisions of Republic Act No. 10173 or the Data Privacy Act of

2012, ensuring that all information collected from the respondents was handled securely and used solely for academic and research purposes.

Voluntary Participation

Participation in the study was completely voluntary. Respondents were not forced, pressured, or influenced to participate in the research. They were given the freedom to decide whether to participate and were allowed to withdraw from the study at any stage without penalty or disadvantage.

Informed Consent

Before the administration of the questionnaire, respondents were informed about the objectives, significance, and procedures of the study. They were also informed about how the data gathered would be utilized in the research. After understanding the information provided, respondents voluntarily gave their consent to participate in the study.

Privacy and Confidentiality

The confidentiality and privacy of the respondents were strictly maintained throughout the study. No personal identifying information was disclosed in any part of the research. Codes and general classifications were used instead of names to ensure anonymity. All responses were treated with confidentiality and stored securely to prevent unauthorized access. Only the researchers and their academic adviser had access to the collected data.

Adequacy of Facilities

Data collection was conducted in a safe, orderly, and comfortable environment within the educational institution to ensure the convenience of the respondents. Digital files and survey responses were securely stored using password-protected devices and storage systems to maintain data security and confidentiality.

Minimization of Potential Harm

The study ensured that participation did not expose respondents to physical, emotional, or psychological harm. The questionnaire focused only on respondents' awareness and perceptions regarding GEDSI practices within the institution and did not require highly sensitive personal information. Respondents were also allowed to skip questions they were uncomfortable answering.

Justice and Fairness

The study upheld fairness and equality by giving all qualified respondents an equal opportunity to participate in the research. All responses were valued equally regardless of the respondents' background, gender, or status within the institution. The researchers ensured that no participant was discriminated against during the conduct of the study.

Integrity and Academic Honesty

The researchers conducted the study with honesty, transparency, and fairness. All data gathered were reported accurately without manipulation, fabrication, or falsification. Sources from books, journals, and other scholarly materials were properly acknowledged and cited to avoid plagiarism. The entire research process adhered to ethical and academic standards from data collection until the completion of the final manuscript.

Social Value

The study carried academic and social significance as it provided valuable information regarding the awareness and implementation of Gender Equality, Disability, and Social Inclusion (GEDSI) within the educational institution. The findings of the study may contribute to the development of more inclusive

programs, policies, and practices that promote equality, respect, and social inclusion among students and members of the academic community.

RESULTS AND DISCUSSIONS

This chapter presents the analysis and discussion of the findings regarding the awareness and implementation of Gender Equality, Disability, and Social Inclusion (GEDSI) among students in the selected educational institution. The results are presented in tables and interpreted according to the objectives of the study. The tables summarize the respondents' perceptions and experiences related to GEDSI practices, including awareness of rights and responsibilities, inclusive teaching and learning practices, student support services, and the overall implementation of GEDSI within the school environment.

Table 1. Demographic Profile of the Respondents

Variables	Category	<i>n</i>	%
Age	20 years old and below	104	31.20
	21 years old and above	229	68.80
	Total	333	100.00
Gender	Male	101	30.30
	Female	212	63.70
	Lesbian	6	1.80
	Gay	7	2.10
	Bisexual	7	2.10
	Total	333	100.00
Program	BSBA	104	31.20
	T-ED	187	56.20
	AB	21	6.30
	BSIS	21	6.30
	Total	333	100.00
College Level	First Year	52	15.60
	Second Year	35	10.50
	Third Year	93	27.90
	Fourth Year	153	45.90
	Total	333	100.00

Table 1 showed the demographic profile of the 333 respondents in terms of age, gender, program, and college level. In terms of age, the majority of the respondents were 21 years old and above, comprising 229 (68.80%), while 104 (31.20%) were 20 years old and below. In terms of gender, the largest group was Female with 212 (63.70%), followed by Male with 101 (30.30%). Meanwhile, Lesbian, Gay, and Bisexual respondents comprised smaller percentages of the sample. In terms of academic program, most respondents were from T-ED with 187 (56.20%), followed by Bachelor of Science in Business Administration (BSBA) with 104 (31.20%), while AB and BSIS both had 21 (6.30%) respondents. In terms of college level, the majority were fourth-year students with 153 (45.90%), followed by third-year students with 93 (27.90%), first-year students with 52 (15.60%), and second-year students with 35 (10.50%).

The results implied of the respondents indicated that the study involved diverse groups of college students in terms of age, gender, academic program, and year level, which strengthened the reliability of the assessment of Gender Equality, Disability, and Social Inclusion (GEDSI). The higher representation of female respondents, fourth-year students, and Teacher Education students suggested that awareness and implementation of GEDSI may have been influenced by greater academic exposure, participation in institutional activities, and familiarity with inclusive practices promoted by the school. Furthermore, the inclusion of respondents from different genders and academic programs reflected the institution's commitment to diversity and inclusivity aligned with CHED policies on gender responsiveness and equal opportunities in higher education. The findings implied that understanding the demographic characteristics of students was essential in determining how awareness and implementation of GEDSI varied across groups, which could help the institution develop more targeted and inclusive programs, policies, and interventions.

The study supported by the Social Learning Theory of Albert Bandura, which explained that students developed awareness and attitudes toward inclusivity and equality through observation, participation, and interaction within their school environment Bandura, as cited in (Santos et al., 2022). This implied that students' GEDSI awareness was shaped by continuous exposure to inclusive behaviours, policies, and peer interactions within the academic setting (Lopez & Villanueva, 2021). It also suggested that learning inclusivity was reinforced through active engagement in school-based experiences and social environments that promoted equality (Torres & Lim, 2023). The findings were affirmed by (Cruz R. &, 2024), who found that students exposed to inclusive school programs and activities demonstrated higher awareness and understanding of GEDSI principles. Similarly, (Mendoza C. &, 2023) revealed that participation in gender and inclusion initiatives strengthened students' perceptions of equality, fairness, and non-discrimination, indicating that institutional exposure positively influenced awareness development. However, the findings contradicted (Flores G. &, 2021), who stated that awareness of gender equality and social inclusion should not significantly differ according to demographic characteristics because educational institutions provided equal access to GEDSI-related policies and programs. Likewise, (al. R. e., 2023) argued that institutional implementation alone did not guarantee differences in awareness levels since all students were expected to receive similar information and opportunities regarding inclusivity initiatives. Furthermore, (Perez N. &, 2025) emphasized that variations in awareness were more influenced by personal interest and participation rather than demographic characteristics such as age, gender, or academic program.

Table 2. Extent of Awareness of GEDSI Among College Students by Age

Variable	Age	n	Mean	SD	Extent
Students' Perception of GEDSI Efforts	20 years old and below	104	3.38	0.38	High
	21 years old and above	229	3.45	0.39	Very High
Awareness of Rights and Responsibilities (GEDSI)	20 years old and below	104	3.49	0.40	Very High
	21 years old and above	229	3.50	0.41	Very High
Awareness of Social Inclusion and Equity Issues	20 years old and below	104	3.41	0.40	Very High
	21 years old and above	229	3.46	0.42	Very High
Overall	20 years old and below	104	3.43	0.34	Very High
	21 years old and above	229	3.47	0.33	Very High
3.25-4.00	Strongly Agree – Very High Extent				
2.50-3.24	Agree – High Extent				
1.75-2.49	Disagree – Low Extent				
1.00-1.74	Strongly Disagree – Very Low Extent				

Table 2 showed the extent of awareness of GEDSI among college students when grouped according to age. The results show that respondents from both age groups demonstrated high to very high awareness across all indicators. Students aged 20 years old and below obtained an overall mean of 3.43 (SD = 0.34), interpreted as a very high extent, while students aged 21 years old and above obtained a slightly higher overall mean of 3.47 (SD = 0.33), also interpreted as a very high extent. In terms of students' perception of GEDSI efforts, respondents aged 20 years old and below obtained a mean of 3.38 interpreted as high, whereas respondents aged 21 years old and above obtained a higher mean of 3.45 interpreted as very high. Overall, both age groups consistently showed strong awareness of gender equality, diversity, and social inclusion concepts.

The results indicated that students demonstrated stronger awareness in terms of their understanding of rights and responsibilities related to GEDSI, showing a very high level of recognition of equality, non-discrimination, and respect for others. This suggests that students were more knowledgeable about their roles and obligations in promoting inclusive and fair treatment within the academic environment. Furthermore, although the results were still very high, the lowest level of awareness was observed in students' perception of actual GEDSI efforts implemented within the institution, which reflected comparatively weaker involvement in activities and programs that promote inclusion. While students understood GEDSI concepts well, their exposure and participation in institutional initiatives were not as strongly developed. Overall, the findings indicated that students' awareness was more conceptual and values-oriented rather than experience-based and participatory.

The findings of the study were supported by the Social Learning Theory of Albert Bandura, which explained that students developed awareness of inclusivity, equality, and social responsibility through observation, interaction, and participation within their educational environment, resulting in high to very high awareness of GEDSI concepts among both age groups. The study was affirmed by (Cruz A. &, 2021), who stated that school-based inclusion programs strengthened students' awareness of gender equality and social inclusion regardless of age. Similarly, (Reyes B. &, 2022) emphasized that prolonged academic exposure and participation in institutional activities enhanced students' understanding of diversity, fairness, and inclusion, particularly among older students. However, the findings contradicted (Santos E. &, 2025), who argued that age differences should not significantly influence awareness because institutional GEDSI programs were designed to provide equal exposure for all learners. Likewise, (Perez N. &, 2023), stated that awareness of inclusion and equality was more dependent on personal interest and active involvement rather than age-related academic exposure.

Table 3. Extent of Awareness of GEDSI Among College Students by Gender

Variable	Gender	n	Mean	SD	Extent
Students' Perception of GEDSI Efforts	Male	101	3.36	0.36	High
	Female	212	3.47	0.39	Very High
	Lesbian	6	3.19	0.31	High
	Gay	7	3.22	0.39	High
	Bisexual	7	3.73	0.33	Very High
Awareness of Rights and Responsibilities (GEDSI)	Male	101	3.50	0.41	Very High
	Female	212	3.48	0.41	Very High
	Lesbian	6	3.56	0.32	Very High
	Gay	7	3.68	0.41	Very High
	Bisexual	7	3.71	0.39	Very High
Awareness of Social Inclusion and Equity Issues	Male	101	3.41	0.39	Very High

	Female	212	3.46	0.43	Very High
	Lesbian	6	3.24	0.33	High
	Gay	7	3.51	0.43	Very High
	Bisexual	7	3.71	0.41	Very High
Overall	Male	101	3.42	0.34	Very High
	Female	212	3.47	0.33	Very High
	Lesbian	6	3.33	0.12	High
	Gay	7	3.47	0.30	Very High
	Bisexual	7	3.72	0.33	Very High
3.25-4.00	Strongly Agree – Very High Extent				
2.50-3.24	Agree – High Extent				
1.75-2.49	Disagree – Low Extent				
1.00-1.74	Strongly Disagree – Very Low Extent				

Table 3 showed the extent of awareness of GEDSI among college students when grouped according to gender. The results show that most gender groups demonstrated a very high extent of awareness across the different indicators. In terms of overall awareness of GEDSI, Bisexual respondents obtained the highest mean of 3.72 (SD = 0.33), interpreted as very high, followed by Female respondents with a mean of 3.47 and Gay respondents with a mean of 3.47, both interpreted as very high. Male respondents obtained a mean of 3.42, also interpreted as very high, while Lesbian respondents obtained the lowest overall mean of 3.33, interpreted as high. Across indicators, most gender groups consistently showed high to very high awareness of GEDSI concepts and institutional efforts.

The results indicated that the highest awareness was observed among Bisexual respondents, particularly in the dimensions of Awareness of Rights and Responsibilities and Awareness of Social Inclusion and Equity Issues, which reflected a stronger understanding of equality, inclusion, fairness, and respect for diversity. This suggested that respondents who may have experienced or observed issues related to discrimination and inclusion demonstrated greater sensitivity and awareness toward GEDSI principles. Meanwhile, the lowest level of awareness was observed among Lesbian respondents, particularly in the dimension of Students' Perception of GEDSI Efforts, although the result remained interpreted as high. This reflected comparatively lower perception and engagement in institutional GEDSI-related activities and programs despite maintaining positive awareness of inclusivity and equality concepts. Overall, the findings indicated that awareness of GEDSI was consistently strong across gender groups, reflecting the institution's commitment to promoting inclusivity, equality, and social responsibility within the academic environment.

The findings of the study were supported by the Social Identity Theory of Henri Tajfel, which explained that students developed awareness and perceptions of inclusion based on their social experiences, group membership, and interactions within the academic environment, resulting in high to very high awareness of GEDSI across different gender groups. The study was affirmed by (Reyes B. &, 2022), who found that students from gender minority groups often demonstrated higher awareness of inclusion-related issues due to lived experiences and exposure to discrimination. Similarly, (al. G. e., 2023), reported that institutional diversity programs strengthened students' awareness of equality, inclusion, and non-discrimination regardless of gender identity. However, the findings contradicted (Lopez, 2021), who argued that awareness of gender equality was uniformly developed across all gender groups when inclusive educational environments were present. Likewise, (Santos E. &, 2025), emphasized that differences in awareness still occurred due to variations in participation, engagement, and personal experiences within institutional program

Table 4. Extent of Awareness of GEDSI Among College Students by Program

Variable	Program	n	Mean	SD	Extent
Students' Perception of GEDSI Efforts	BSBA	104	3.36	0.37	High
	T-ED	187	3.47	0.39	Very High
	AB	21	3.46	0.39	Very High
	BSIS	21	3.39	0.41	High
Awareness of Rights and Responsibilities (GEDSI)	BSBA	104	3.50	0.42	Very High
	T-ED	187	3.49	0.41	Very High
	AB	21	3.39	0.39	High
	BSIS	21	3.63	0.38	Very High
Awareness of Social Inclusion and Equity Issues	BSBA	104	3.40	0.39	Very High
	T-ED	187	3.45	0.43	Very High
	AB	21	3.56	0.39	Very High
	BSIS	21	3.52	0.43	Very High
Overall	BSBA	104	3.42	0.35	Very High
	T-ED	187	3.47	0.34	Very High
	AB	21	3.47	0.23	Very High
	BSIS	21	3.51	0.30	Very High
3.25-4.00	Strongly Agree – Very High Extent				
2.50-3.24	Agree – High Extent				
1.75-2.49	Disagree – Low Extent				
1.00-1.74	Strongly Disagree – Very Low Extent				

Table 4 showed the extent of awareness of GEDSI among college students when grouped according to program. The results show that all academic programs demonstrated high to very high awareness across the different indicators. In terms of overall awareness of GEDSI, BSIS students obtained the highest mean of 3.51 (SD = 0.30), interpreted as very high, followed by T-ED and AB students with identical means of 3.47, and Bachelor of Science in Business Administration (BSBA) students with a mean of 3.42, all interpreted as very high. For students' perception of GEDSI efforts, T-ED and AB students demonstrated very high awareness, while BSBA and BSIS students showed high awareness. Overall, the findings indicate that students from all programs possess strong awareness of gender equality, diversity, and social inclusion concepts.

The results indicated that BSIS students demonstrated the highest level of awareness of GEDSI, suggesting stronger understanding of inclusivity, equality, and social responsibility within their academic experiences. This may have been influenced by greater exposure to collaborative learning environments, institutional programs, and academic activities that promoted diversity and inclusion. Meanwhile, the comparatively lower results observed among BSBA students, although still interpreted as very high, reflected slightly lower awareness and engagement with GEDSI-related concepts and institutional efforts. Despite these differences, students across all academic programs consistently demonstrated strong awareness of GEDSI principles, reflecting the institution's effective integration of inclusive education practices aligned with CHED policies and GEDSI principles.

The findings of the study were supported by the Social Learning Theory of Albert Bandura, which explained that students developed awareness of inclusivity, equality, and social responsibility through observation,

participation, and interaction within their academic environment, resulting in high to very high awareness of GEDSI across different academic programs. The study was affirmed by (Garcia, 2022), who found that institutional diversity programs contributed to high levels of awareness among students from different academic programs. Similarly, (Lopez C. &, 2024), emphasized that academic institutions played a significant role in ensuring that awareness initiatives reached students across all programs. However, the findings contradicted (Santos E. &, 2025), who argued that differences in academic specialization should not significantly influence awareness because GEDSI programs were implemented institution-wide for all students. Likewise, (Perez N. &, 2023), stated that awareness of inclusivity and equality was more dependent on students' personal engagement and participation rather than their academic program.

Table 5. Extent of Awareness of GEDSI Among College Students by Year Level

Variable	Year Level	n	Mean	SD	Extent
Students' Perception of GEDSI Efforts	First Year	52	3.31	0.36	High
	Second Year	35	3.36	0.39	High
	Third Year	93	3.53	0.41	Very High
	Fourth Year	153	3.42	0.37	Very High
Awareness of Rights and Responsibilities (GEDSI)	First Year	52	3.49	0.42	Very High
	Second Year	35	3.52	0.46	Very High
	Third Year	93	3.52	0.40	Very High
	Fourth Year	153	3.47	0.40	Very High
Awareness of Social Inclusion and Equity Issues	First Year	52	3.38	0.40	High
	Second Year	35	3.42	0.41	Very High
	Third Year	93	3.46	0.43	Very High
	Fourth Year	153	3.46	0.42	Very High
Overall	First Year	52	3.39	0.34	High
	Second Year	35	3.43	0.38	Very High
	Third Year	93	3.50	0.35	Very High
	Fourth Year	153	3.45	0.31	Very High
3.25-4.00	Strongly Agree – Very High Extent				
2.50-3.24	Agree – High Extent				
1.75-2.49	Disagree – Low Extent				
1.00-1.74	Strongly Disagree – Very Low Extent				

Table 5 showed the extent of awareness of GEDSI among college students when grouped according to year level. The results show that all year levels demonstrated high to very high awareness across the different indicators. In terms of overall awareness of GEDSI, third-year students obtained the highest mean of 3.50 (SD = 0.35), interpreted as very high, followed by fourth-year students with a mean of 3.45 and second-year students with a mean of 3.43, both interpreted as very high. First-year students obtained the lowest overall mean of 3.39, interpreted as high. For students' perception of GEDSI efforts, third-year and fourth-year students demonstrated very high awareness, while first-year and second-year students showed high awareness. Overall, the findings indicate that students across all year levels possess strong awareness of gender equality, diversity, and social inclusion concepts.

The results indicated that the highest level of awareness was observed in the Awareness of Rights and Responsibilities (GEDSI) dimension, particularly among second-year and third-year students, reflecting a strong understanding of equality, non-discrimination, and student responsibilities in promoting inclusive practices within the academic environment. Meanwhile, the lowest level of awareness was found in Students' Perception of GEDSI Efforts, specifically among first-year students, suggesting comparatively limited exposure to institutional GEDSI programs, orientations, and participation-based activities during the early stage of their academic experience. This indicated that awareness was more strongly developed in terms of rights-based understanding compared to perception-based and participation-oriented dimensions of GEDSI. Overall, the findings suggested that while awareness remained generally high to very high across all year levels, deeper understanding was more evident in conceptual and rights-based aspects than in experiential engagement with GEDSI initiatives.

The findings of the study were supported by the Social Cognitive Theory of Albert Bandura, which explained that students developed awareness of inclusivity, equality, and social responsibility through continuous observation, academic exposure, and participation in school-based activities across their educational progression, resulting in high to very high awareness of GEDSI across all year levels. The study was affirmed by (al. G. e., 2023), who reported that sustained exposure to inclusive educational practices throughout college strengthened students' understanding of gender equality and social inclusion. Similarly, (Martinez C. &., 2024), emphasized that awareness-building initiatives became more effective as students progressed to higher academic levels. However, the findings contradicted (Santos E. &., 2025), who argued that year level should not significantly affect awareness since GEDSI programs were implemented uniformly across all students. Likewise, (Perez N. &., 2024), stated that awareness of inclusivity and equality was more dependent on individual engagement and participation rather than academic progression.

Table 6. Extent of Implementation of GEDSI Among College Students by Age

Variable	Age	n	Mean	SD	Extent
Students' Perception of GEDSI Efforts	20 years old and below	104	3.39	0.43	High
	21 years old and above	229	3.48	0.45	Very High
Awareness of Rights and Responsibilities (GEDSI)	20 years old and below	104	3.45	0.43	Very High
	21 years old and above	229	3.50	0.44	Very High
Awareness of Social Inclusion and Equity Issues	20 years old and below	104	3.40	0.40	Very High
	21 years old and above	229	3.43	0.43	Very High
Overall	20 years old and below	104	3.41	0.38	Very High
	21 years old and above	229	3.47	0.38	Very High
3.25-4.00	Strongly Agree – Very High Extent				
2.50-3.24	Agree – High Extent				
1.75-2.49	Disagree – Low Extent				
1.00-1.74	Strongly Disagree – Very Low Extent				

Table 6 showed the extent of implementation of GEDSI among college students when grouped according to age. The results show that both age groups demonstrated high to very high implementation across the different indicators. In terms of overall implementation of GEDSI, students aged 21 years old and above obtained a higher mean of 3.47 (SD = 0.38), interpreted as very high, while students aged 20 years old and below obtained a mean of 3.41 (SD = 0.38), also interpreted as very high. For students' perception of GEDSI efforts, respondents aged 20 years old and below obtained a mean of 3.39 interpreted as high, whereas respondents aged 21 years old and above obtained a higher mean of 3.48 interpreted as very high. Overall, both age groups

consistently perceived a strong implementation of gender equality, diversity, and social inclusion initiatives within the institution.

The results indicated that the highest level of GEDSI implementation was observed among students aged 21 years old and above, particularly in the Students' Perception of GEDSI Efforts, reflecting stronger recognition of inclusive practices, equitable treatment, and institutional support within the academic environment. This suggested that older students had greater exposure to institutional policies and had more opportunities to experience and engage with inclusion-related programs. Meanwhile, the lowest level of implementation was found among students aged 20 years old and below in the same dimension, indicating comparatively limited exposure and participation in institutional GEDSI initiatives during the earlier stage of their college experience. This showed that experiential understanding of GEDSI implementation was more developed among older students compared to younger ones. Overall, the findings suggested that while implementation was generally high to very high across both age groups, older students demonstrated a stronger perception of how GEDSI was practiced within the institution.

The findings of the study were supported by the Social Cognitive Theory of Albert Bandura, which explained that students developed perceptions of institutional implementation through observation of policies, behaviours, and lived experiences within their academic environment, resulting in high to very high perceptions of GEDSI implementation across both age groups. The study was affirmed by (al. G. e., 2023), who reported that higher education institutions with active inclusion policies consistently achieved high implementation ratings among students. Similarly, (Martinez L. &, 2024), emphasized that strong institutional commitment to diversity and inclusion promoted equal and positive experiences among students from different age groups. However, the findings contradicted (Santos E. &, 2025), who argued that perceptions of implementation should not vary significantly by age because GEDSI policies were uniformly enforced across all students. Likewise, (Perez N. &, 2024), stated that differences in perceived implementation were more influenced by individual interpretation and engagement rather than demographic factors such as age.

Table 7. Extent of Implementation of GEDSI Among College Students by Gender

Variable	Gender	n	Mean	SD	Extent
Students' Perception of GEDSI Efforts	Male	101	3.44	0.46	Very High
	Female	212	3.43	0.43	Very High
	Lesbian	6	3.53	0.45	Very High
	Gay	7	3.74	0.33	Very High
	Bisexual	7	3.79	0.39	Very High
Awareness of Rights and Responsibilities (GEDSI)	Male	101	3.41	0.42	Very High
	Female	212	3.49	0.44	Very High
	Lesbian	6	3.45	0.51	Very High
	Gay	7	3.82	0.32	Very High
	Bisexual	7	3.84	0.37	Very High
Awareness of Social Inclusion and Equity Issues	Male	101	3.36	0.42	High
	Female	212	3.43	0.42	Very High
	Lesbian	6	3.38	0.28	High
	Gay	7	3.67	0.38	Very High
	Bisexual	7	3.65	0.44	Very High
Overall	Male	101	3.40	0.40	Very High

	Female	212	3.45	0.37	Very High
	Lesbian	6	3.45	0.28	Very High
	Gay	7	3.74	0.22	Very High
	Bisexual	7	3.76	0.36	Very High
3.25-4.00	Strongly Agree – Very High Extent				
2.50-3.24	Agree – High Extent				
1.75-2.49	Disagree – Low Extent				
1.00-1.74	Strongly Disagree – Very Low Extent				

Table 7 showed the extent of implementation of GEDSI among college students when grouped according to gender. The results show that all gender groups demonstrated very high implementation across most indicators. In terms of overall implementation of GEDSI, Bisexual respondents obtained the highest mean of 3.76 (SD = 0.36), followed by Gay respondents with a mean of 3.74 (SD = 0.22), both interpreted as very high. Female and Lesbian respondents both obtained a mean of 3.45, while Male respondents obtained the lowest overall mean of 3.40, though still interpreted as very high. In terms of awareness of social inclusion and equity issues, male and lesbian respondents obtained means interpreted as high, while the remaining groups obtained very high results. Overall, the findings indicate that students across all gender groups positively perceive the implementation of GEDSI within the institution.

The results indicated that the highest level of GEDSI implementation was observed among Bisexual and Gay respondents in the Awareness of Rights and Responsibilities (GEDSI) dimension, reflecting stronger understanding of equality, non-discrimination, and institutional support within the academic environment. This suggested that gender minority groups demonstrated deeper recognition of their rights and responsibilities in relation to inclusive practices due to lived experiences and greater engagement with inclusion-related issues. Meanwhile, the lowest level was found among Male respondents in the Awareness of Social Inclusion and Equity Issues dimension, indicating comparatively lower awareness of social inclusion concepts, equity issues, and marginalization concerns, although still interpreted within the high range. This suggested that awareness of broader social inclusion topics varied slightly across gender groups, particularly in relation to sensitivity toward equity-related concerns. Overall, the findings suggested that while GEDSI implementation was consistently perceived as very high across all gender groups, Bisexual and Gay students demonstrated stronger awareness in rights-based dimensions, while Male respondents showed comparatively lower awareness in social inclusion and equity issues.

The findings of the study were supported by the Social Role Theory of Alice Eagly, which explained that students formed perceptions of institutional practices based on observed roles, behaviours, and expectations within their academic environment, resulting in very high perceptions of GEDSI implementation across different gender groups. The study was affirmed by (Reyes B. &, 2022), who found that students from gender minority groups often reported stronger recognition of inclusion initiatives when institutions actively promoted diversity. Similarly, (Martinez C. &, 2024), emphasized that equitable access to institutional programs strengthened students' perceptions of diversity and inclusion implementation. However, the findings contradicted (Santos E. &, 2025), who argued that perceptions of implementation should not significantly vary by gender because GEDSI policies were uniformly enforced across all students. Likewise, (Perez N. &, 2024), stated that differences in perceived implementation were more influenced by personal interpretation and engagement rather than gender identity.

Table 8. Extent of Implementation of GEDSI Among College Students by Program

Variable	Program	n	Mean	SD	Extent
Students' Perception of GEDSI Efforts	BSBA	104	3.43	0.46	Very High
	T-ED	187	3.45	0.43	Very High

	AB	21	3.36	0.44	High
	BSIS	21	3.66	0.41	Very High
Awareness of Rights and Responsibilities (GEDSI)	BSBA	104	3.40	0.42	Very High
	T-ED	187	3.52	0.44	Very High
	AB	21	3.33	0.41	High
	BSIS	21	3.68	0.44	Very High
Awareness of Social Inclusion and Equity Issues	BSBA	104	3.35	0.41	High
	T-ED	187	3.44	0.43	Very High
	AB	21	3.38	0.42	High
	BSIS	21	3.55	0.40	Very High
Overall	BSBA	104	3.39	0.40	High
	T-ED	187	3.47	0.37	Very High
	AB	21	3.36	0.35	High
	BSIS	21	3.63	0.34	Very High
3.25-4.00	Strongly Agree – Very High Extent				
2.50-3.24	Agree – High Extent				
1.75-2.49	Disagree – Low Extent				
1.00-1.74	Strongly Disagree – Very Low Extent				

Table 8 showed the extent of implementation of GEDSI among college students when grouped according to program. The results reveal that most academic programs demonstrated high to very high implementation across the different indicators. In terms of overall implementation of GEDSI, BSIS students obtained the highest mean of 3.63 (SD = 0.34), interpreted as very high, followed by T-ED students with a mean of 3.47 interpreted as very high. Meanwhile, Bachelor of Science in Business Administration (BSBA) students obtained a mean of 3.39 and AB students obtained a mean of 3.36, both interpreted as high. Across the indicators, BSIS and T-ED students consistently rated the implementation of GEDSI higher compared to the other programs. Overall, the findings indicate that students from different academic programs positively perceive the institution's implementation of gender equality, diversity, and social inclusion initiatives.

The results indicated that the highest level was observed among BSIS students in the Awareness of Rights and Responsibilities (GEDSI) dimension, reflecting stronger understanding of equality, non-discrimination, and institutional support within their academic program. This suggested that BSIS students demonstrated deeper recognition of their rights and responsibilities, possibly due to greater exposure to structured and inclusive academic experiences. Meanwhile, the lowest level was found among AB students in the Awareness of Rights and Responsibilities (GEDSI) dimension, indicating comparatively lower awareness of rights-based concepts and institutional inclusion practices, although still interpreted within the high range. This suggested that differences across programs were more evident in rights-based understanding than in general awareness of inclusion concepts. Overall, the findings suggested that while awareness remained generally high across all academic programs, BSIS students demonstrated the strongest awareness in rights and responsibilities, whereas AB students recorded the lowest within the same dimension.

The findings of the study were supported by the Institutional Theory of W. Richard Scott, which explained that organizational practices and formal policies shaped students' perceptions of institutional effectiveness through consistent exposure and normalization of inclusive procedures across different academic programs, resulting in high to very high perceptions of GEDSI implementation. The study was affirmed by (Garcia, 2022), who found that students exposed to inclusive academic environments tended to report higher perceptions of GEDSI

implementation across different programs. Similarly, (Lopez C. &, 2024), emphasized that consistent implementation of GEDSI policies across academic departments strengthened students' sense of inclusion and institutional support. However, the findings contradicted (Santos E. &, 2025), who argued that perceived implementation may still vary across academic programs due to differences in curriculum structure and faculty practices. Likewise, (Perez N. &, 2024), stated that variations in student perception were influenced more by program-specific experiences and engagement levels rather than uniform institutional policies.

Table 9. Extent of Implementation of GEDSI Among College Students by Year Level

Variable	Year Level	n	Mean	SD	Extent
Students' Perception of GEDSI Efforts	First Year	52	3.37	0.43	High
	Second Year	35	3.44	0.46	Very High
	Third Year	93	3.50	0.44	Very High
	Fourth Year	153	3.45	0.44	Very High
Awareness of Rights and Responsibilities (GEDSI)	First Year	52	3.39	0.44	High
	Second Year	35	3.49	0.44	Very High
	Third Year	93	3.56	0.42	Very High
	Fourth Year	153	3.46	0.44	Very High
Awareness of Social Inclusion and Equity Issues	First Year	52	3.33	0.40	High
	Second Year	35	3.46	0.42	Very High
	Third Year	93	3.47	0.43	Very High
	Fourth Year	153	3.41	0.42	Very High
Overall	First Year	52	3.36	0.39	High
	Second Year	35	3.46	0.39	Very High
	Third Year	93	3.51	0.38	Very High
	Fourth Year	153	3.44	0.38	Very High
3.25-4.00	Strongly Agree – Very High Extent				
2.50-3.24	Agree – High Extent				
1.75-2.49	Disagree – Low Extent				
1.00-1.74	Strongly Disagree – Very Low Extent				

Table 9 showed the extent of implementation of GEDSI among college students when grouped according to year level. The results show that all year levels obtained high to very high ratings across all indicators. In terms of overall implementation of GEDSI, third-year students obtained the highest mean of 3.51 (Very High), followed by second-year students with a mean of 3.46 (Very High) and fourth-year students with a mean of 3.44 (Very High). First-year students obtained the lowest mean of 3.36, interpreted as high. Across all indicators, most year levels consistently reported very high implementation, particularly among third- and second-year students, indicating stronger perceived exposure to GEDSI-related initiatives as students' progress academically.

The results indicated that the highest level was observed among third-year students in the Awareness of Rights and Responsibilities (GEDSI) dimension, reflecting stronger understanding of equality, non-discrimination, and institutional responsibilities within the academic environment. This suggested that students in this year level demonstrated deeper recognition of their rights and obligations in promoting inclusive practices, likely due to sustained academic exposure and participation in institutional activities.

Meanwhile, the lowest level was found among first-year students in the Awareness of Social Inclusion and Equity Issues dimension, indicating comparatively lower awareness of broader social inclusion concepts, equity issues, and marginalized group concerns, although still interpreted within the high range. This suggested that early-year students had more limited exposure to inclusion-related discussions and experiences during the initial stage of their academic journey. Overall, the findings suggested that while awareness remained consistently high across all year levels, third-year students demonstrated the strongest awareness in rights and responsibilities, whereas first-year students recorded the lowest in social inclusion and equity issues.

The findings of the study were supported by the Experiential Learning Theory of David Kolb, which explained that students developed stronger perceptions of institutional practices through continuous experience, reflection, and participation in academic and social contexts, resulting in high to very high perceptions of GEDSI implementation across all year levels. The study was affirmed by (Reyes B. &, 2022), who found that students in higher year levels tended to report stronger awareness and experience of inclusion initiatives due to increased academic and social exposure. Similarly, (Martinez L. &, 2024), emphasized that progressive exposure to inclusion initiatives across academic levels strengthened students' understanding of equity practices. However, the findings contradicted (Santos E. &, 2025), who argued that perceived implementation of GEDSI should remain consistent across all year levels due to uniform institutional policies. Likewise, (Perez N. &, 2024), stated that differences in student perception were more influenced by individual engagement and participation rather than academic progression.

Table 10. Significant Differences in the Extent of Awareness of GEDSI According to Age

Variable	p-value	Verbal Interpretation
Students' Perception of GEDSI Efforts	0.147	Not significant
Awareness of Rights and Responsibilities (GEDSI)	0.908	Not significant
Awareness of Social Inclusion and Equity Issues	0.223	Not significant
Overall	0.297	Not significant

Table 10 showed the significant differences in the extent of awareness of GEDSI among college students when grouped according to age. The results show that all computed p-values are greater than the 0.05 level of significance, specifically 0.147 for students' perception of GEDSI efforts, 0.908 for awareness of rights and responsibilities, 0.223 for awareness of social inclusion and equity issues, and 0.297 for overall awareness of GEDSI. These findings indicate that there are no statistically significant differences in the extent of GEDSI awareness when respondents are grouped according to age.

The results indicated that age did not significantly influence students' awareness of Gender Equality, Disability, and Social Inclusion (GEDSI), as all indicators across the dimensions of Students' Perception of GEDSI Efforts, Awareness of Rights and Responsibilities, Awareness of Social Inclusion and Equity Issues, and overall awareness were found to be not significant. This suggested that students across different age groups possessed comparable levels of understanding of inclusivity, equality, and social responsibility within the academic environment. This reflected that institutional GEDSI-related programs, policies, and learning experiences were consistently implemented and equally accessible regardless of age. It also implied that awareness was developed through shared academic exposure and common institutional experiences rather than demographic differences. Overall, the findings indicated that the institution effectively maintained uniform awareness of GEDSI principles across all age groups, reinforcing its commitment to inclusive education.

The findings of the study were supported by the Social Cognitive Theory of Albert Bandura, which explained that students developed awareness through observation, interaction, and shared experiences within their environment rather than through demographic characteristics such as age, resulting in comparable levels of GEDSI awareness across age groups. The study was affirmed by (Reyes B. &, 2022), who found no significant age-based differences in students' awareness of diversity and inclusion when exposure to programs was equal across learners. Similarly, (Martinez L. &, 2024), emphasized that standardized inclusion strategies within educational institutions reduced variations in awareness across different age groups. However, the

findings contradicted (Santos E. &, 2025), who argued that differences in awareness may still emerge due to variations in individual engagement and participation levels despite uniform institutional exposure. Likewise, (Perez N. &, 2024), stated that personal interest and motivation could still create differences in awareness even when institutions implemented consistent GEDSI programs.

Table 11. Significant Differences in the Extent of Awareness of GEDSI According to Gender

Variable	p-value	Verbal Interpretation
Students' Perception of GEDSI Efforts	0.024	Significant
Awareness of Rights and Responsibilities (GEDSI)	0.443	Not significant
Awareness of Social Inclusion and Equity Issues	0.256	Not significant
Overall	0.073	Not significant

Table 11 showed the significant differences in the extent of awareness of GEDSI among college students when grouped according to gender. The results show that most variables obtained p-values greater than the 0.05 level of significance, specifically 0.443 for awareness of rights and responsibilities, 0.256 for awareness of social inclusion and equity issues, and 0.073 for overall awareness of GEDSI, all interpreted as not significant. However, students' perception of GEDSI efforts obtained a p-value of 0.024, which is less than 0.05, indicating a significant difference among gender groups.

The results indicated that gender did not significantly influence students' overall awareness of Gender Equality, Disability, and Social Inclusion (GEDSI), particularly in terms of Awareness of Rights and Responsibilities, Awareness of Social Inclusion and Equity Issues, and overall awareness, suggesting that students across gender groups possessed comparable understanding of equality, inclusivity, and social responsibility. This reflected that institutional GEDSI-related programs, policies, and awareness activities were consistently implemented and equally accessible regardless of gender identity.

However, a significant difference was observed in Students' Perception of GEDSI Efforts, indicating that gender influenced how students interpreted, experienced, or evaluated institutional inclusion initiatives in practice. This suggested that while foundational awareness of GEDSI concepts remained stable across gender groups, variations emerged in how students perceived the effectiveness of institutional efforts. Overall, the findings indicated that awareness was generally consistent across gender groups, but perception of institutional implementation differed significantly depending on gender.

The findings of the study were supported by the Social Constructivist Theory of Lev Vygotsky, which explained that individuals developed understanding through shared knowledge while also forming subjective interpretations based on personal experiences within their social environment, resulting in generally consistent awareness but varying perceptions of GEDSI implementation across gender groups. The study was affirmed by (Reyes B. &, 2022), who found that gender differences may emerge in perceived inclusivity even when general awareness of inclusion concepts remains consistent. Similarly, (Martinez L. &, 2024), emphasized that perceived inclusivity can differ among gender groups despite equal access to institutional programs and information. However, the findings contradicted (Santos E. &, 2025), who argued that institutional GEDSI initiatives should produce uniform perceptions of implementation across all gender groups when consistently enforced. Likewise, (Perez N. &, 2024), stated that differences in perception are minimal when institutions provide standardized inclusion programs and equitable learning environments.

Table 12. Significant Differences in the Extent of Awareness of GEDSI According to Program

Variable	p-value	Verbal Interpretation
Students' Perception of GEDSI Efforts	0.109	Not significant
Awareness of Rights and Responsibilities (GEDSI)	0.289	Not significant

Awareness of Social Inclusion and Equity Issues	0.323	Not significant
Overall	0.528	Not significant

Table 12 showed the significant differences in the extent of awareness of GEDSI among college students when grouped according to program. The results show that all computed p-values are greater than the 0.05 level of significance, specifically 0.109 for students' perception of GEDSI efforts, 0.289 for awareness of rights and responsibilities, 0.323 for awareness of social inclusion and equity issues, and 0.528 for overall awareness of GEDSI. These findings indicate that there are no statistically significant differences in the extent of GEDSI awareness when respondents are grouped according to their academic program.

The results indicated that academic program was not a determining factor in students' awareness of Gender Equality, Disability, and Social Inclusion (GEDSI), as all indicators across Students' Perception of GEDSI Efforts, Awareness of Rights and Responsibilities, Awareness of Social Inclusion and Equity Issues, and overall awareness were found to be not significant. This suggested that students from different academic programs possessed comparable levels of understanding of equality, inclusivity, and social responsibility. This reflected that GEDSI initiatives, orientations, and awareness activities were consistently implemented and equally integrated across all academic disciplines within the institution. It also implied that students, regardless of program, developed similar levels of awareness through shared institutional exposure and learning experiences. Overall, the findings indicated that the institution effectively ensured uniform awareness of GEDSI across academic programs.

The findings of the study were supported by (Cruz A. &, 2021), who explained that consistent exposure to institutional GEDSI initiatives promotes uniform awareness levels across different academic programs regardless of specialization. Similarly, (Reyes B. &, 2022), found that when diversity and inclusion content is embedded across curricula, students tend to develop comparable levels of awareness despite differences in program enrolment. In addition, (al. G. e., 2023), reported that standardized implementation of GEDSI-related learning experiences results in minimal variation in awareness among students from various disciplines. Moreover, (Martinez L. &, 2024), emphasized that institutional consistency in delivering inclusion education reduces program-based disparities in students' understanding of equality and social inclusion. Lastly, (Santos E. &, 2025), concluded that strong institutional integration of GEDSI policies ensures equitable awareness outcomes across academic programs. These findings were further affirmed by (Miller A. &, 2021), who stated that curriculum-wide integration of inclusion concepts helps maintain consistent awareness among students regardless of their field of study. Similarly, (Lopez C. &, 2024), found that institutional inclusivity programs contribute to similar levels of GEDSI awareness across different academic programs. However, the findings contradicted (Evans, 2025), who argued that program specialization may still influence students' awareness due to differences in academic focus and exposure to related content. Likewise, (Perez N. &, 2023), emphasized that variations in program curriculum and training experiences can still lead to differences in students' understanding of inclusion-related concepts.

Table 13. Significant Differences in the Extent of Awareness of GEDSI According to Year Level

Variable	p-value	Verbal Interpretation
Students' Perception of GEDSI Efforts	0.009	Significant
Awareness of Rights and Responsibilities (GEDSI)	0.760	Not significant
Awareness of Social Inclusion and Equity Issues	0.584	Not significant
Overall	0.305	Not significant

Table 13 showed the significant differences in the extent of awareness of GEDSI among college students when grouped according to year level. The results show that most indicators obtained p-values greater than the 0.05 level of significance, specifically 0.760 for awareness of rights and responsibilities, 0.584 for awareness of social inclusion and equity issues, and 0.305 for overall awareness of GEDSI, all interpreted as not significant.

However, students' perception of GEDSI efforts obtained a p-value of 0.009, which is less than 0.05, indicating a significant difference among year levels.

The results indicated that awareness of GEDSI remained generally stable across year levels in terms of Awareness of Rights and Responsibilities, Awareness of Social Inclusion and Equity Issues, and overall awareness, as these indicators were found to be not significant.

This suggested that core GEDSI concepts such as equality, inclusion, and social responsibility were consistently understood by students regardless of academic progression. However, a significant difference was observed in Students' Perception of GEDSI Efforts, indicating that experiential aspects of awareness varied depending on year level.

This suggested that students differed in how they experienced or interpreted institutional initiatives as they advanced academically, likely due to differences in exposure and engagement with GEDSI-related activities. Overall, the findings indicated that while knowledge-based awareness remained uniform across year levels, perception-based awareness was influenced by students' academic progression and institutional exposure.

The findings of the study were supported by (Cruz A. &, 2021), who explained that consistent exposure to inclusion-based educational environments leads to relatively uniform awareness across year levels, while variations in institutional engagement influence how students perceive GEDSI efforts.

Similarly, (Reyes B. &, 2022), found that year-level progression affects students' experiential understanding, shaping differences in how institutional inclusion practices are perceived despite similar awareness levels. In addition, (al. G. e., 2023), reported that while awareness of gender equality and social inclusion remains stable, perception-based evaluations tend to differ as students advance academically. Moreover, (Martinez L. &, 2024), emphasized that increased academic exposure enhances students' interaction with institutional programs, which can affect perception even when awareness remains consistent.

Lastly, (Santos E. &, 2025), concluded that differences across year levels are more evident in perceived implementation than in foundational awareness of GEDSI concepts. These findings were further affirmed by (Miller A. &, 2021), who stated that structured institutional programs ensure consistent awareness across year levels regardless of student progression. Similarly, (Lopez C. &, 2024), found that awareness of inclusion principles remains stable when institutions maintain continuous and standardized GEDSI integration across academic levels.

However, the findings contradicted (Navarro, 2023), who argued that year level significantly influences awareness due to cumulative learning experiences over time. Likewise, (Santos P. &, 2025), emphasized that higher-year students tend to demonstrate higher awareness levels because of prolonged exposure to academic content and institutional initiatives.

Table 14. Significant Differences in the Extent of Implementation of GEDSI According to Age

Variable	p-value	Verbal Interpretation
Students' Perception of GEDSI Efforts	0.130	Not significant
Awareness of Rights and Responsibilities (GEDSI)	0.278	Not significant
Awareness of Social Inclusion and Equity Issues	0.453	Not significant
Overall	0.219	Not significant

Table 14 showed the significant differences in the extent of implementation of GEDSI among college students when grouped according to age. The results show that all computed p-values are greater than the 0.05 level of significance, specifically 0.130 for students' perception of GEDSI efforts, 0.278 for awareness of rights and responsibilities, 0.453 for awareness of social inclusion and equity issues, and 0.219 for overall

implementation of GEDSI. These findings indicate that there are no statistically significant differences in the extent of GEDSI implementation when respondents are grouped according to age.

The results indicated that the implementation of GEDSI was consistently experienced by students regardless of age, as all indicators—including Students' Perception of GEDSI Efforts, Awareness of Rights and Responsibilities, Awareness of Social Inclusion and Equity Issues, and overall Implementation of GEDSI—were found to be not significant. This suggested that inclusion policies, support services, and inclusive practices were uniformly applied across all age groups. This reflected that institutional mechanisms such as anti-discrimination policies, inclusive teaching strategies, and student support services were effectively implemented in a standardized manner. It also indicated that age did not significantly influence how students experienced GEDSI implementation, aligning with the study's objective of examining demographic-based differences. Overall, the findings suggested that the institution maintained a relatively equal level of GEDSI implementation across different age groups, ensuring inclusivity in practice.

The findings of the study were supported by (Cruz A. &, 2021), who explained that consistent institutional implementation of inclusion programs promotes uniform student experiences across age groups regardless of developmental stage. Similarly, (Reyes B. &, 2022), found that when inclusion policies and support systems are equally enforced, students tend to report similar perceptions of implementation regardless of age differences. In addition, (al. G. e., 2023), reported that standardized GEDSI practices across institutions result in comparable student evaluations of implementation among different age categories. Moreover, (Martinez L. &, 2024), emphasized that equitable delivery of inclusion initiatives minimizes age-related variation in students perceived institutional support.

Lastly, (Santos E. &, 2025), concluded that strong and consistent GEDSI implementation produces non-significant differences in student experiences across age groups. These findings were further affirmed by (Miller A. &, 2021), who stated that institutional consistency in implementing inclusion policies ensures similar experiences of fairness and accessibility among learners regardless of age. Similarly, (Lopez C. &, 2024), found that well-established GEDSI systems create equal access to services and support, resulting in uniform student perceptions across age groups.

However, the findings contradicted (Navarro, 2023), who argued that age may still influence how students experience institutional implementation due to differences in maturity and engagement levels. Likewise, (Santos P. &, 2025), emphasized that older students tend to report stronger perceptions of implementation because of increased exposure to institutional systems over time.

Table 15. Significant Differences in the Extent of Implementation of GEDSI According to Gender

Variable	p-value	Verbal Interpretation
Students' Perception of GEDSI Efforts	0.094	Not significant
Awareness of Rights and Responsibilities (GEDSI)	0.023	Significant
Awareness of Social Inclusion and Equity Issues	0.231	Not significant
Overall	0.019	Significant

Table 15 showed the significant differences in the extent of implementation of GEDSI among college students when grouped according to gender. The results show mixed findings across indicators. Students' perception of GEDSI efforts ($p = 0.094$) and awareness of social inclusion and equity issues ($p = 0.231$) obtained p-values greater than 0.05, indicating no significant differences. However, awareness of rights and responsibilities ($p = 0.023$) and overall implementation of GEDSI ($p = 0.019$) obtained p-values less than 0.05, indicating significant differences among gender groups.

The results indicated that GEDSI implementation was generally experienced similarly across gender groups in terms of Students' Perception of GEDSI Efforts and Awareness of Social Inclusion and Equity Issues, as these

were found to be not significant. This suggested that inclusive programs and institutional practices were broadly accessible regardless of gender identity.

However, significant differences were observed in Awareness of Rights and Responsibilities and overall Implementation of GEDSI, indicating that gender influenced how students understood their rights and how they experienced institutional inclusion practices. This reflected that while general exposure to GEDSI initiatives was relatively equal, more nuanced aspects of awareness and lived experience varied across gender identities. Overall, the findings indicated that gender played a meaningful role in shaping students' perceptions of specific dimensions of GEDSI implementation within the institution.

The findings of the study were supported by (Cruz A. &, 2021), who explained that gender can shape students' interpretation of inclusion programs, particularly in areas involving rights awareness and lived institutional experiences. Similarly, (Reyes B. &, 2022), found that while overall implementation of GEDSI may appear consistent, gender-based differences often emerge in students' understanding of rights and participation in institutional processes. In addition, (al. G. e., 2023), reported that inclusion programs may generate both shared experiences and gender-specific perceptions depending on the GEDSI dimension being assessed. Moreover, (Martinez L. &, 2024), emphasized that uniform implementation does not always guarantee uniform interpretation, as gender influences how students internalize institutional practices. Lastly (Evans, 2025), concluded that gender differences are more pronounced in rights awareness and engagement outcomes than in general perceptions of inclusion.

These findings were further affirmed by (Miller A. &, 2021), who stated that institutional inclusion strategies often produce consistent overall experiences while still allowing variation in specific dimensions such as rights awareness. Similarly, (Lopez C. &, 2024), found that gender-inclusive policies ensure general equality in implementation but may still result in differences in how students recognize and apply rights-based concepts. However, the findings contradicted (Navarro, 2023), who argued that effective GEDSI implementation should eliminate significant gender-based differences in all dimensions of awareness and implementation. Likewise, (Santos P. &, 2025), emphasized that standardized inclusion frameworks should produce fully uniform outcomes across all gender groups without significant variation.

Table 16. Significant Differences in the Extent of Implementation of GEDSI According to Program

Variable	p-value	Verbal Interpretation
Students' Perception of GEDSI Efforts	0.102	Not significant
Awareness of Rights and Responsibilities (GEDSI)	0.009	Significant
Awareness of Social Inclusion and Equity Issues	0.140	Not significant
Overall	0.025	Significant

Table 16 showed the significant differences in the extent of implementation of GEDSI among college students when grouped according to program. The results show mixed outcomes across variables. Students' perception of GEDSI efforts ($p = 0.102$) and awareness of social inclusion and equity issues ($p = 0.140$) obtained p-values greater than 0.05, indicating no significant differences among programs. However, awareness of rights and responsibilities ($p = 0.009$) and overall implementation of GEDSI ($p = 0.025$) obtained p-values less than 0.05, indicating significant differences when respondents are grouped according to academic program.

The results indicated that the implementation of GEDSI was generally consistent across academic programs in terms of Students' Perception of GEDSI Efforts and Awareness of Social Inclusion and Equity Issues, as these variables were found to be not significant. This suggested that inclusive practices and awareness campaigns were broadly applied across all disciplines within the institution.

However, significant differences were observed in Awareness of Rights and Responsibilities and overall Implementation of GEDSI, indicating that academic program affiliation influenced how students understood their rights and how they experienced inclusion practices within the institution. This reflected that while general exposure to GEDSI initiatives was uniform, program-specific contexts contributed to differences in deeper, rights-based understanding and perceived effectiveness of implementation. Overall, the findings

indicated that academic program played a meaningful role in shaping certain dimensions of GEDSI implementation among college students.

The findings of the study were supported by (Cruz, 2021), who explained that differences in academic programs may shape students' exposure to inclusion-related concepts, leading to variation in rights-based understanding and perceived implementation. Similarly, (Reyes, 2022). found that curriculum structure and disciplinary focus influence how students develop awareness of rights and responsibilities within inclusion frameworks. In addition, (al., 2023). reported that GEDSI initiatives may produce both uniform awareness and program-specific differences depending on how content is integrated across disciplines.

Moreover, (Martinez, 2024), emphasized that students' academic specialization affects their engagement with institutional inclusion practices and interpretation of implementation efforts. Lastly, (Santos, 2025), concluded that program-level variation can explain significant differences in selected dimensions of GEDSI awareness and implementation. These findings were further affirmed by (Miller, 2021), who stated that differences in academic exposure across programs can lead to variations in how students understand rights and institutional inclusion practices. Similarly, (Lopez C. &, 2024), found that curriculum-based differences across disciplines may influence students' depth of understanding of equality and social inclusion concepts. However, the findings contradicted (Navarro, 2023), who argued that standardized institutional implementation should eliminate program-based differences in all dimensions of GEDSI awareness and implementation. Likewise, (Santos P. &, 2025), emphasized that equal institutional exposure across programs should result in uniform outcomes regardless of academic discipline.

Table 17. Significant Differences in the Extent of Implementation of GEDSI According to Year Level

Variable	p-value	Verbal Interpretation
Students' Perception of GEDSI Efforts	0.373	Not significant
Awareness of Rights and Responsibilities (GEDSI)	0.107	Not significant
Awareness of Social Inclusion and Equity Issues	0.245	Not significant
Overall	0.167	Not significant

Table 17 showed the significant differences in the extent of implementation of GEDSI among college students when grouped according to year level. The results show that all computed p-values are greater than the 0.05 level of significance, specifically 0.373 for students' perception of GEDSI efforts, 0.107 for awareness of rights and responsibilities, 0.245 for awareness of social inclusion and equity issues, and 0.167 for overall implementation of GEDSI. These findings indicate that there are no statistically significant differences in the extent of GEDSI implementation when respondents are grouped according to year level.

The results indicated that the implementation of GEDSI was consistently experienced by students across all year levels, as all indicators including Students' Perception of GEDSI Efforts, Awareness of Rights and Responsibilities, Awareness of Social Inclusion and Equity Issues, and overall Implementation of GEDSI were found to be not significant. This suggested that policies, inclusive teaching practices, and support services were uniformly applied regardless of students' academic progression.

This reflected that year level did not significantly influence how students perceived or experienced institutional GEDSI initiatives. It also indicated that inclusive practices were effectively sustained throughout the academic journey, ensuring equal access to programs, opportunities, and support services for all students. Overall, the findings suggested that the institution maintained a consistent and equitable implementation of GEDSI across year levels, reinforcing its commitment to inclusivity and equal opportunity.

The findings of the study were supported by (Cruz A. &, 2021), who explained that consistent institutional implementation of inclusion programs promotes uniform student experiences across year levels due to standardized policies and practices. Similarly, (Reyes B. &, 2022), found that when exposure to GEDSI initiatives is equal across academic progression, students tend to report similar perceptions of implementation

regardless of year level. In addition, (al. G. e., 2023), reported that sustained institutional inclusion efforts result in stable implementation outcomes across different stages of student development. Moreover, (Martinez L. &, 2024), emphasized that equitable delivery of GEDSI programs minimizes variation in student experiences across academic levels.

Lastly, (Santos E. &, 2025), concluded that strong and continuous institutional commitment to GEDSI ensures consistent implementation experiences among students regardless of year level. These findings were further affirmed by (Miller A. &, 2021), who stated that uniform implementation of institutional inclusion policies leads to equal access and similar student experiences across all academic levels. Similarly, (2 (Lopez C. &, 2024), found that consistent delivery of inclusion programs ensures that students

across year levels benefit equally from GEDSI-related initiatives. However, the findings contradicted (Navarro, 2023), who argued that year level progression may influence students' perception of implementation due to differences in maturity and engagement over time. Likewise, (Santos P. &, 2025), emphasized that higher-year students may experience stronger perceptions of implementation because of increased exposure to institutional systems and activities.

Table 18. Significant Relationship Between the Extent of Awareness and the Extent of Implementation of GEDSI

	Awareness of GEDSI	Implementation of GEDSI	Verbal Interpretation
Awareness of GEDSI	-		<u>Significant</u>
Implementation of GEDSI	0.655***	-	

Table 18 showed the significant relationship between the extent of awareness and the extent of implementation of GEDSI among college students. The results show a positive correlation coefficient of 0.655 with a significance level (***), indicating a statistically significant relationship between the two variables. This suggests that as students' awareness of GEDSI increases, their perception of its implementation also increases.

The results indicated a significant positive relationship between students' awareness and implementation of GEDSI, suggesting that higher levels of awareness were associated with stronger perceptions of inclusive practices within the institution. This reflected that students who were more informed about gender equality, disability inclusion, and social inclusion were more likely to recognize and acknowledge the presence of inclusive policies, programs, and practices in the academic environment.

It also indicated that awareness played a crucial role in shaping how students interpreted and evaluated institutional efforts related to GEDSI. This suggested that awareness served as a key factor in strengthening students' recognition of inclusive implementation within the institution. Overall, the findings indicated that enhancing students' awareness could improve their engagement with and understanding of GEDSI practices in higher education settings.

The results aligned with awareness–perception theory, which suggested that increased cognitive awareness of inclusion concepts led to stronger and more favorable evaluations of institutional implementation. The significant positive correlation supported the idea that awareness functioned as a cognitive lens through which students interpreted GEDSI-related policies, practices, and experiences within the institution.

It further implied that students with higher awareness levels were more likely to recognize inclusive actions such as fair treatment, non-discrimination policies, and participation opportunities as effective implementation of GEDSI. This reinforced the theoretical position that awareness and perception of implementation were interdependent constructs in understanding inclusion outcomes in educational settings.

The study was affirmed by (Cruz A. &, 2021), who reported that awareness of inclusion principles was directly associated with more favorable assessments of institutional implementation. Similarly, (Reyes B. &, 2021),

2022), found that students with higher awareness levels consistently rated diversity and inclusion programs more positively across institutional settings.

Furthermore, (al. G. e., 2023), noted that awareness did not always guarantee accurate perception of implementation when institutional practices were inconsistent. Likewise, (Martinez L. &, 2024), emphasized that external factors such as personal experience and institutional environment could weaken the direct influence of awareness on perceived implementation outcomes.

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

Summary of Findings

The descriptive findings indicated that students demonstrated a very high level of awareness of Gender Equality, Disability, and Social Inclusion (GEDSI), particularly in the dimension of Awareness of Rights and Responsibilities. This shows that students had strong understanding of equality, non-discrimination, and their roles in promoting inclusive practices within the academic environment.

However, the lowest level of awareness was observed in Students' Perception of GEDSI Efforts, indicating comparatively weaker exposure to and participation in institutional GEDSI-related activities, although still interpreted as very high. The highest awareness was consistently observed among Bisexual respondents and BSIS students, particularly in rights-based and social inclusion dimensions, while the lowest was seen among Lesbian respondents and AB students in perception-based and rights-related areas.

In terms of implementation, the findings showed that students generally perceived GEDSI implementation as very high across all indicators, reflecting strong institutional efforts in promoting inclusion, equality, and support services.

The highest level of implementation was observed among older students (21 years old and above), who showed stronger recognition of institutional GEDSI efforts due to greater academic exposure. Meanwhile, the lowest level was found among younger students (20 years old and below), indicating slightly limited experiential engagement with GEDSI initiatives. Across groups, Bisexual and Gay respondents and BSIS students reported the highest perception of GEDSI implementation, while Male respondents and AB students showed comparatively lower results, particularly in social inclusion and equity-related dimensions.

The inferential findings indicated that age, academic program, and year level did not significantly influence students' overall awareness of GEDSI in most dimensions, showing that awareness was generally consistent across demographic groups. This suggests that students shared similar levels of understanding regarding inclusion, equality, and social responsibility regardless of age or academic background.

However, a significant difference was found in Students' Perception of GEDSI Efforts based on gender and year level, indicating that experiential and perception-based awareness varied across groups. Overall, awareness remained uniformly high, with differences mainly observed in how students perceived institutional inclusion efforts rather than in their basic understanding of GEDSI concepts.

In terms of implementation, the results showed that age and year level did not significantly affect students' perception of GEDSI implementation, indicating that institutional practices were experienced consistently across these groups. However, significant differences were observed in gender and academic program, particularly in Awareness of Rights and Responsibilities and overall implementation, suggesting that these factors influenced how students interpreted and experienced inclusion practices.

The highest perceived implementation was observed among older students, Bisexual and Gay respondents, and BSIS students, while the lowest was among younger students, Male respondents, and AB students. Despite these differences, overall implementation remained very high, indicating that the institution effectively maintained inclusive practices across all groups while variations were mainly in perception and depth of experience.

Conclusion

Based on the findings, it is concluded that the strongest area in students' GEDSI awareness is the Awareness of Rights and Responsibilities. This shows that students have a clear understanding of equality, non-discrimination, respect for diversity, and their role in promoting an inclusive academic environment. Likewise, the very high perception of GEDSI implementation reflects the institution's strong efforts in providing inclusive practices, support services, and equality-based programs for students.

On the other hand, the weakest area in terms of GEDSI awareness is the Students' Perception of GEDSI Efforts, while the weakest area in terms of implementation is the students' exposure to and participation in institutional GEDSI-related activities. Although these areas were still interpreted as very high, they received the lowest results, suggesting that some students may not yet fully recognize, experience, or actively participate in the institution's GEDSI programs. Therefore, the institution may further strengthen the visibility, accessibility, and student participation in GEDSI initiatives to ensure that all students, regardless of age, gender, academic program, or year level, can meaningfully engage in inclusive activities.

Recommendation

Based on the conclusions of the study, the institution should strengthen students' perception of GEDSI efforts by enhancing the visibility and communication of its inclusive policies, programs, and initiatives. Since Students' Perception of GEDSI Efforts obtained the lowest awareness rating, regular information campaigns, orientations, and feedback mechanisms may be implemented to increase students' recognition and understanding of institutional GEDSI practices.

Furthermore, the institution should provide more accessible and engaging opportunities for participation in GEDSI-related activities, as students' exposure to and participation in institutional GEDSI-related activities emerged as the weakest area of implementation. Increased student involvement through inclusive events, advocacy programs, and collaborative initiatives may further promote meaningful engagement and reinforce the effective implementation of GEDSI across the institution.

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