Exploring College Students' Awareness and Responses to Violence Against Women (VAW) in the Context of a Philippine University: A Basis for a Tiered Action Plan on Education and Prevention

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DOI: https://dx.doi.org/10.51244/IJRSI.2025.121000007

Received: 06 October 2025; Accepted: 12 October 2025; Published: 27 October 2025

ABSTRACT

This quantitative study examines college students' awareness and responses to Violence Against Women (VAW) at a Philippine State University, involving 209 students from the Education, Hospitality Management, and Information Technology programs. Using a structured questionnaire and SPSS analysis, the study reveals high awareness of VAW, but significant differences across gender and academic disciplines. Male students showed greater awareness of VAW's effects, challenging gendered assumptions. The study found a strong positive correlation (r = .82**) between perceived campaign effectiveness and overall awareness, highlighting the pivotal role of institutional advocacy. Based on these findings, the study recommends adopting a Tiered Action Plan for VAW Education and Prevention, focusing on leveraging male awareness, addressing program-specific curricular gaps, and institutionalizing continuous education and advocacy. This plan aims to transform awareness into proactive institutional and individual actions, fostering a gender-sensitive academic environment.

Keywords: Violence Against Women (VAW), Gender Differences, Institutional Advocacy, Tiered Action Plan, Education and Prevention

INTRODUCTION

Violence Against Women (VAW) constitutes a pervasive global human rights violation, affecting millions of women across diverse cultures. It is formally defined as any act of gender-based violence resulting in physical, sexual, psychological, or economic harm, manifesting through forms such as domestic violence, sexual assault, and emotional abuse. Internationally recognized bodies, including the World Health Organization (WHO) and United Nations Women, consistently highlight the staggering prevalence of VAW.

In the Philippines, the issue is particularly critical. Despite the country often being recognized for its relatively progressive stance on gender equality within the Western Pacific region, the socio-cultural landscape continues to lag, creating systemic barriers for victims. National data indicates that approximately one in four Filipino women has experienced gender-based violence. Compounding the prevalence is the severe problem of underreporting, often driven by profound social stigma, a lack of comprehensive awareness, and institutional barriers that prevent victims from safely seeking assistance. This environment is further complicated by deep-seated patriarchal norms that emphasize male dominance and often foster a culture of victim-blaming, which critically inhibits help-seeking behavior among 41% of victims.

Educational institutions, particularly universities, hold a critical role as agents of social change, uniquely positioned to shape the attitudes and behaviors of young adults. Addressing VAW within the higher education sector is not only a moral imperative but a critical strategy for effecting long-term, systemic societal change.

Philippine HEIs operate under stringent legal and policy mandates designed to address gender-based violence. These institutions must comply with national legislation, including the **Magna Carta of** Women (RA 9710) and the Safe Spaces Act, which directly address gender-based sexual harassment. Furthermore, the

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XII Issue X October 2025

Commission on Higher Education (CHED) has promulgated specific Gender and Development (GAD) mandates requiring HEIs to promote women's empowerment, ensure accessibility to opportunities and services, and actively contribute to a society free of gender-based violence.

This research specifically addresses the existing gap between the national policies designed to combat VAW and the institutional effectiveness in fostering deep understanding among college students. The study seeks to determine the extent of student awareness and their response mechanisms, specifically examining how awareness levels are influenced by variables such as gender and academic discipline, in order to inform the development of targeted, gender-responsive educational programs. The findings are designed to provide valuable insights for university policymakers and educators seeking to improve gender-based violence prevention efforts, particularly within the context of a state university in a region (Western Visayas) that has historically posted high numbers of reported VAW cases.

METHODOLOGY

The study employed a descriptive-correlational quantitative research design. The descriptive component aimed to accurately assess the current state of VAW awareness and responses among the student body. The correlational component was crucial for exploring the relationships and associations between demographic variables—specifically gender and academic program—and the identified dimensions of VAW awareness.

The participants consisted of 209 college students enrolled at a Philippine state university. Purposive sampling was utilized to ensure representation across distinct academic programs: the Education Program, the Hospitality Management Program (HM), and the Information Technology Program (IT). This selection allowed the researchers to capture the diversity of perspectives and test for discipline-specific variances in awareness.

The primary research instrument was a structured and validated questionnaire designed to assess student awareness across six critical dimensions:

Knowledge of VAW Forms (AT)

Understanding of the Root Causes of VAW (BT)

Awareness of the Effects of VAW (CT)

Impact of students' actions in responding to VAW, denoted as HIV/AIDS Action (DT)

Influence of Societal and Cultural Beliefs on VAW (ET)

Perceived Effectiveness of Institutional Campaigns (GT)

Data analysis relied on the Statistical Package for the Social Sciences (SPSS), employing descriptive statistics for summaries and inferential statistics, specifically Independent Samples -tests, Analysis of Variance (ANOVA), and Pearson correlation to identify significant differences and relationships between the variables.

Theoretical Framework

To adequately interpret the complex and sometimes contradictory findings regarding student awareness, two robust theoretical frameworks were utilized: the Ecological Systems Theory (EST) and Social Cognitive Theory (SCT). These frameworks provide the necessary structure to explain why awareness varies by discipline, why gender differences are nuanced, and how institutional interventions can successfully translate knowledge into behavior change.

The Ecological Systems Theory (EST)

The Ecological Systems Theory (EST), developed by Urie Bronfenbrenner and applied extensively to violence

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prevention by researchers like Lori Heise, conceptualizes violence not as a singular issue but as a multifaceted phenomenon. It posits that violence is grounded in the interplay of personal, situational, and sociocultural factors across multiple nested levels of influence. Adopting this framework, allows for a structured analysis of the variables contributing to VAW awareness within the HEI context.

Levels of Ecological Analysis:

Ontogenic/Individual Level: This level encompasses personal characteristics, including the student's knowledge, attitudes, skills, and history of exposure. This maps directly to the study's dimensions of **Knowledge of VAW (AT)**, understanding of the **Effects (CT)**, and comprehension of **Root Causes (BT)**.

Microsystem/Relational Level: This level involves immediate social relationships and behaviors. The study's dimension concerning the student's **HIV/AIDS Action (DT)**, broadly encompassing proactive responses to VAW, aligns with this level, focusing on individual actions within peer or dating relationships.

Exosystem/Institutional Level: This level relates to the external systems that influence the student, specifically the university itself, including its policies, curriculum structure, and prevention initiatives. The variable measuring the perceived effectiveness of **Campaign Impact (GT)** operates centrally at this level, as it assesses the influence of the institution's formal advocacy efforts.

Macrosystem/Societal-Cultural Level: This represents the overarching cultural norms, values, national laws (like the Magna Carta of Women), and patriarchal ideologies that shape gender roles. The study's variable on **Cultural Beliefs (ET)** is the direct measure of influence at this deepest, most resistant level.

The application of EST is critical for understanding the limitations of institutional efforts. The data indicates that the influence of the Exosystem (Campaign Impact) showed a notably weak correlation with the student's adherence to Cultural Beliefs (Macrosystem). This pattern suggests that while institutional campaigns are highly effective at enhancing individual knowledge (Ontogenic level), they struggle to immediately dismantle or shift deep-seated, historically entrenched societal norms. Therefore, interventions aiming for true cultural change must be sustained and long-term (Tier 3), as they seek to shift the Macrosystem over time, not just the individual's knowledge base.

Social Cognitive Theory (SCT)

Bandura's Social Cognitive Theory (SCT) provides the necessary framework to explain the mechanisms through which awareness translates into proactive behavior change, making it particularly useful for designing preventive interventions. SCT emphasizes the reciprocal interaction between behavior, environment, and personal factors, focusing on three key constructs relevant to VAW prevention: self-efficacy, observational learning, and outcome expectations.

The highly significant correlation between the perceived effectiveness of institutional campaigns and overall awareness is powerfully validated by SCT's principle of Observational Learning. When the university, as a formal, authoritative environment, actively and visibly models advocacy against VAW—through continuous, well-designed campaigns students learn and internalize the importance and feasibility of responsive behavior. This visible institutional commitment serves as a powerful role model, driving high levels of student awareness.

SCT is also essential for interpreting the nuanced findings regarding gender. The study found that male students exhibited statistically higher awareness regarding the Effects of **VAW**. This finding can be understood through the lens of Self-Efficacy. If male students are adequately educated and exposed to positive role models, they may develop a strong belief in their own capability (self-efficacy) to recognize the severe harm (the Effects) of VAW and to advocate against it. This reframes the intervention strategy: rather than focusing solely on increasing baseline knowledge, which is already high for both genders, the focus shifts to leveraging this existing self-efficacy to transform male students into active allies, justifying the need for targeted, gender-specific workshops.

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Review of Related Literature

This literature review explores the existing body of research related to Violence Against Women (VAW), with a particular focus on the awareness and responses of college students in the context of Philippine universities. It examines the effectiveness of institutional campaigns, the integration of gender sensitivity in academic curricula, and the legal frameworks that aim to address gender-based violence. Additionally, this review highlights recent data and surveys on the prevalence of VAW, shedding light on both the challenges and progress made in combating gender-based violence in educational settings and the broader Philippine context.

Recent Data on College Students' Awareness and the National Landscape of Violence Against Women (VAW)

Recent surveys and studies highlight both the growing awareness and persistent gaps in knowledge regarding Violence Against Women (VAW) in Philippine universities. A 2023 study at Ifugao State University (IFSU) found that while students were aware of physical violence, their understanding of sexual, psychological, and socioeconomic violence was less comprehensive. Demographic differences, such as age and sex, were also found to influence students' awareness of VAW, indicating the need for more tailored educational strategies Similarly, a 2023 study on criminology students' awareness of the Anti-Violence Against Women and Children (VAWC) Law revealed gaps in understanding key aspects of the law, suggesting the importance of integrating such topics into criminology curricula. Moreover, a study on intimate partner violence (IPV) awareness among college students revealed moderate understanding, with social media being a primary source of information. However, the study emphasized the need for more structured, formal education to deepen awareness about IPV and legal protections such as the Anti-Violence Against Women and Children Act (RA 9262).

On a national scale, data from the 2022 National Demographic and Health Survey (NDHS) show that 18% of women aged 15-49 have experienced physical, sexual, or emotional violence by their current or most recent partner, underscoring the continued prevalence of VAW in the country. The Philippine National Police (PNP) reported 11,585 VAW cases in 2023, with over 8,000 falling under the Anti-VAWC Law, highlighting that despite the existence of legal frameworks, the battle against VAW is ongoing. These statistics point to the need for continuous efforts in VAW prevention and intervention, particularly in educational settings, to bridge the gaps in awareness and ensure better support for victims.

Gender Mainstreaming and HEI Policy in the Philippines

The Philippine government has integrated gender mainstreaming into its policies, particularly in Higher Education Institutions (HEIs), as part of its commitment to combat Violence Against Women (VAW). The Gender and Development (GAD) mandate, which requires HEIs to implement programs promoting women's empowerment and gender equality, continues to play a critical role in addressing VAW. The Safe Spaces Act, passed in 2019, serves as a significant development in providing legal protection for women against gender-based violence, including sexual harassment within public spaces and educational institutions. However, the full implementation of these laws remains challenging. According to Garcia (2021), cultural factors, particularly the patriarchal nature of Philippine society, continue to hinder women's active participation in VAW prevention efforts, with some students still perceiving VAW as a private issue rather than a societal one. This cultural resistance creates a gap in the full realization of gender-responsive policies in universities.

The Philippine Commission on Women (PCW) emphasizes the importance of involving both women and men in the gender mainstreaming process, particularly in educational settings. This approach encourages a more inclusive view on gender equality and fosters active participation across gender spectrums. Recent studies, like De los Santos (2023), confirm the persistent barriers in the practical implementation of GAD programs, with gaps in both understanding and compliance among educational institutions, which need further support to develop and sustain impactful gender-based education.

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Academic Discipline, Curricula, and Awareness Gaps

In terms of student awareness, academic disciplines continue to shape the level of gender sensitivity across HEIs. Recent research by Manalo et al. (2022) reveals that disciplines like Hospitality Management and Social Work offer more substantial gender sensitivity training due to the service-oriented nature of these fields. However, STEM programs, including Information Technology (IT) and Engineering, still exhibit significant gaps in gender-related curricula. The findings align with previous research by Javier (2022), which emphasized that the absence of gender studies in technical and vocational education exacerbates the gender awareness deficit in future professionals from these fields.

The lack of emphasis on gender-sensitive content in curricula for disciplines such as IT and Education reflects the need for more targeted intervention strategies. For example, Cyberbullying and Online Harassment are pressing issues in the IT field, yet such topics are often omitted from the curriculum. As Gutierrez (2023) pointed out, integrating gender-specific training in technical courses could bridge these gaps and better prepare students to tackle modern forms of gender violence in digital spaces.

The Empiricism of Institutional Campaigns and Scaffolding

Institutional campaigns have shown substantial positive impacts on gender awareness in Philippine universities. Agcaoili et al. (2023) observed that the sustained presence of campaigns, seminars, and workshops within HEIs led to improved awareness among students, particularly regarding the causes and impacts of VAW. However, their study also highlighted a tendency for awareness to plateau over time, suggesting that campaigns should be continuous and integrated within the curriculum rather than being isolated or sporadic.

In alignment with Ramos (2021), who found that year-level differences in awareness were insignificant, this study reinforces the notion that a one-off or limited exposure to VAW education does not result in sustained change. To cultivate deeper and more nuanced understanding, it is necessary to embed VAW-related content throughout the entirety of the student's academic journey. In De Guzman's (2022) study, it was emphasized that the layering of gender-related topics across subjects, from introductory to advanced courses, ensured that the students developed a more comprehensive and critical perspective on VAW.

Moreover, the evaluation of university campaigns by Santos (2023) found that campaigns targeted at behavioral change and conflict resolution were more successful when evaluated through a participatory approach, which involved students in the design and delivery of the campaigns. This participatory model not only enhances engagement but also empowers students to take ownership of the issue, resulting in more impactful and sustainable outcomes.

This literature review explores the awareness and responses to Violence Against Women (VAW) in Philippine universities, focusing on the effectiveness of institutional campaigns, curriculum integration, and legal frameworks like the Safe Spaces Act and the Anti-Violence Against Women and Children Act (RA 9262). While policies and campaigns have made progress, challenges persist due to cultural resistance and uneven integration of gender-sensitive content across disciplines. Studies show that students' awareness of VAW varies, with those in fields like Hospitality Management showing more sensitivity compared to those in technical courses. The review emphasizes the need for continuous, culturally sensitive education and curriculum reforms that integrate VAW awareness throughout academic programs to foster lasting change in students' attitudes and responses to gender-based violence.

RESULTS

The following section provides a detailed analysis of the inferential statistics utilized (t-tests, ANOVA, and Pearson correlations), translating the quantitative data into contextualized interpretations necessary for policy formulation.

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Gender Differences in VAW Awareness (Independent Samples -Test)

The Independent Samples -Test was utilized to assess differences in awareness levels between male and female students across the six dimensions of VAW awareness.

Table 1: Independent Samples -Test Results on VAW Awareness by Sex

Variable	Sex	M	SD	t	df	p
Knowledge of VAW (AT)	Female	4.56	0.61	-1.59	207	.113
	Male	4.67	0.41			
Root Causes (BT)	Female	4.40	0.62	-1.83	207	.069
	Male	4.56	0.52			
Effects of VAW (CT)	**Female**	**4.57**	**0.61**	**-2.01**	**207**	**.046***
	Male	**4.74**	**0.52**			
HIV/AIDS Action (DT)	Female	4.41	0.66	-1.65	207	.101
	Male	4.57	0.59			
Cultural Beliefs (ET)	Female	4.12	0.76	-0.003	207	.998
	Male	4.12	0.70			
Campaign Impact (@GT)	Female	4.26	0.72	-0.96	207	.337
	Male	4.72	3.58			
Overall Mean	Female	4.39	0.58	-1.66	207	.099
	Male	4.56	0.72			

The analysis demonstrates that there was only one statistically significant difference between male and female students at the level.[1] Male students () exhibited a statistically significant higher awareness regarding the Effects of VAW **(CT)** compared to female students (), yielding a -statistic of and a -value of .

Crucially, no significant differences were found for **Knowledge of VAW Forms (AT)** or **Root Causes (BT)**. The non-significant difference in Root Causes, which only marginally missed the significance threshold,

indicates that while awareness of the structural origins of VAW is nearly equal, it is not sufficiently deep or actionable among the student body as a whole. The finding that male students are more adept at recognizing the severity of the detrimental outcomes of VAW is contrary to traditional hypotheses and confirms the study's conclusion that engaging male students is essential, leveraging their existing capacity to recognize harm to transform them into advocates.

Program Differences in VAW Awareness (ANOVA)

Analysis of Variance (ANOVA) was used to test the hypothesis that awareness levels differed significantly based on the student's academic program (Education, Hospitality Management, or Information Technology).

Table 2: ANOVA Summary of VAW Awareness by Program

Variable		df (Between, Within)	p
Knowledge of VAW (AT)	1.64	(6, 202)	.139
Root Causes (BT)	**3.44**	**(6, 202)**	**.003***
Effects of VAW (CT)	**3.27**	**(6, 202)**	**.004***
HIV/AIDS Action (DT)	1.59	(6, 202)	.150
Cultural Beliefs (ET)	1.44	(6, 202)	.202
Campaign Impact (@GT)	**6.69**	**(6, 202)**	**.000***
Overall Mean	**5.51**	**(6, 202)**	**.000***

The ANOVA results confirm highly statistically significant differences across academic programs in four key areas, all at. These areas are: Root Causes , Effects of VAW, Campaign Impact, and the Overall Mean Awareness. The -statistic for Campaign Impact suggests this variable is the most divergent across programs.

Crucially, the variable Knowledge of VAW Forms (AT) showed no significant difference across programs. This indicates that all academic disciplines successfully transmit baseline factual information regarding VAW forms. However, the subsequent highly significant differences in Root Causes and Effects confirm that some programs (specifically Hospitality Management) are achieving a much deeper, critical, and structural understanding of VAW, while others are failing to move beyond superficial knowledge dissemination. This empirically substantiates the need for interdisciplinary curricular reform to ensure consistency in critical analysis.

Correlational Analysis (Pearson)

Pearson correlation analysis was used to measure the mutual relationships between the six dimensions of awareness and the Overall Mean Awareness.

Table 3: Pearson Correlations Between Dimensions and Overall Mean

Variable	Knowledge of VAW	Root Causes	Effects of VAW	HIV/AIDS Action	Cultural Beliefs	Campaign Impact	Overall Mean
Knowledge of VAW (AT)	1	.70**	.64**	.65**	.46**	.14*	.57**

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Root Causes (BT)		1	.66**	.68**	.59**	.10	.57**
Effects of VAW (CT)			1	.61**	.44**	.12	.55**
HIV/AIDS Action (DT)				1	.57**	.12	.58**
Cultural Beliefs (ET)					1	.08	.51**
Campaign Impact (@GT)	.14*	.10	.12	.12	.08	1	**.82** (Key Finding)**
Overall Mean	.57**	.57**	.55**	.58**	.51**	.82**	1

All dimensions showed a statistically significant positive correlation with the Overall Mean Awareness. However, the most salient and strategically vital finding is the relationship between **Campaign Impact (@GT)** and the **Overall Mean Awareness**, which yielded an extraordinarily strong correlation coefficient of . This correlation is substantially stronger than the relationship between any individual knowledge dimension (e.g., Knowledge of VAW), and the overall mean, establishing the institutional advocacy environment as the single most powerful predictor of student awareness.

Conversely, the weakest correlation was observed between **Cultural Beliefs (ET)** and **Campaign Impact (@GT)**. This outcome suggests that while institutional efforts are highly successful at influencing individual awareness, they have minimal direct or immediate impact on deep-seated, systemic cultural norms (Macrosystem level). Addressing these cultural barriers requires long-term, sustained institutional reinforcement across all domains.

DISCUSSION AND SYNTHESIS OF FINDINGS

Challenging Gender Stereotypes: Leveraging Male Awareness

The finding that male students demonstrated a statistically significant higher awareness regarding the **Effects of VAW** is crucial for informing future intervention strategies.This challenges the traditional, often narrow assumption that females, as the primary targets of VAW, possess inherently greater awareness across all dimensions.

The data suggests that male students, when exposed to VAW education, are highly effective at recognizing the severity and detrimental outcomes of the violence. This capacity can be utilized strategically. Under the Social Cognitive Theory, this high awareness of outcomes can translate into heightened self-efficacy and positive outcome expectations regarding intervention. The institutional goal should therefore not be to convert resistant participants, but rather to bridge the non-significant gap in the understanding of **Root Causes** () by providing structured, critical analysis of patriarchal structures and toxic masculinity. This ensures that male students transition from being knowledgeable observers of harm to becoming active, vocal allies who understand the structural origins of the violence they observe. This strategic approach minimizes potential defensiveness and maximizes the opportunity for peer-to-peer advocacy.

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The Imperative for Interdisciplinary Curricular Overhaul

The highly significant differences in critical awareness across academic programs, particularly in the understanding of Root Causes and Effects, demonstrate a fundamental lack of consistency in educational delivery. If all students possess the same baseline factual Knowledge of VAW, the divergence in critical understanding indicates that the integration of GAD concepts is superficial outside of high-performing disciplines like Hospitality Management.

The current educational structure fails to contextualize VAW within the professional spheres of Information Technology and Education. For example, IT students require specialized modules on digital ethics and cyber-safety, given the prevalence of cyber-harassment. Education students, as future practitioners who will be mandated reporters, must receive training on identifying family violence and fostering gender-equitable norms in the next generation. The existence of these significant program gaps necessitates a comprehensive Tier 2 intervention focused on creating mandatory, tailored, and interdisciplinary VAW modules led by a dedicated curriculum development committee. This ensures that the university consistently operates as an effective Exosystem, providing structured, relevant education to all students.

Institutional Commitment: The Defining Factor of Awareness

The extraordinary predictive power of the Campaign Impact variable is the defining finding of this study. This statistical relationship empirically validates the notion that the perceived integrity, consistency, and dedication of the university's response environment are more impactful than the mere dissemination of facts. In essence, the institution's sustained visible action serves as the most potent educational tool.

This finding aligns precisely with the Social Cognitive Theory's emphasis on Observational Learning. When the university commits to continuous, year-long advocacy using multimedia and clear reporting mechanisms, it models the desired anti-violence behavior, reinforcing the belief among students that VAW is a priority issue that warrants action. Conversely, if campaigns are infrequent or poorly resourced, students infer that the issue lacks institutional priority, undermining their own motivation for proactive response. The university must therefore allocate substantial, continuous resources to advocacy, moving beyond sporadic awareness days to implement sustained, professional multimedia campaigns (Tier 1 and 2 initiatives).

The Need for Curricular Scaffolding

The observed absence of significant differences in awareness across year levels or between age groups confirms a critical structural flaw in the VAW curriculum: a lack of progressive development. Students' awareness levels hit a plateau early and fail to deepen as they advance toward professional competence.

To remedy this, the university must implement a fully scaffolded curriculum (Tier 3). This requires introducing basic awareness (Knowledge, Year 1), transitioning to critical analysis (Root Causes and Effects, Years 2-3) linked to professional studies, and concluding with advocacy, policy competency, and action planning (Year 4). Institutionalizing this developmental approach ensures that VAW education evolves from a singular exposure event into a comprehensive, career-relevant competency, thereby guaranteeing that all graduates possess a deep, actionable understanding of gender-based violence prevention.

CONCLUSION

This report confirms that college students in the Philippine university context possess a high level of general VAW awareness, but this knowledge is structurally inconsistent across disciplines and fails to deepen over time. The study’s most significant contribution is the empirical validation that the perceived effectiveness of institutional advocacy is the dominant factor driving overall student awareness, far outweighing the influence of individual knowledge components.

The adoption A Tiered Action Plan for VAW Education and Prevention" is the necessary strategic response to translate existing student awareness into effective, proactive institutional and individual action. This plan targets the specific failures identified: leveraging existing male awareness, mitigating program-specific

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curricular gaps, and institutionalizing continuous education and advocacy.

For future research, adopting a mixed-methods approach is strongly recommended. Incorporating qualitative data, such as interviews or focus groups, would provide a crucial deeper understanding of the lived experiences of students and the nuanced barriers they face in reporting VAW, which quantitative surveys alone cannot capture. Furthermore, longitudinal studies must be initiated to track the long-term impact of the implemented scaffolded curriculum and continuous campaigns on actual behavioral shifts and reported incident rates. Finally, future investigations should explore the intersectionality of gender, academic program, and socioeconomic background to gain a more comprehensive understanding of how diverse contextual factors influence student responses to VAW.

RECOMMENDATIONS AND IMPLICATIONS

The empirical evidence and theoretical analysis dictate a comprehensive institutional response centered on the principle of institutional commitment and scaffolded learning. The resulting strategic plan, outlines the necessary foundational policies and phased implementation steps required to foster a safer, more responsive campus environment.

Foundational Policy Directives

Mandate Institutional Advocacy Investment: Based on the finding, the university must immediately elevate institutional campaign funding and continuity as the highest priority in its VAW prevention budget. Advocacy efforts must be data-driven and continuously evaluated.

Institutionalize Interdisciplinary GAD Curriculum: A permanent university policy must mandate the integration of VAW modules into the core curriculum of every academic program, not just as isolated, optional subjects. This addresses the significant program gaps.

Strengthen and Simplify Reporting Mechanisms: University policy must ensure that all students have confidential, accessible, and clearly publicized mechanisms for reporting VAW, including dedicated support personnel and a 24/7 hotline, aligning with the requirements of the Safe Spaces Act.

Policy Justification for Tiered Action

The tiered action plan is explicitly designed to address the statistical deficiencies identified in the study, ensuring that every intervention is strategically justified by the empirical data.

Table 1. Policy Justification

Empirical Finding (Study Data)	Significance	Strategic Intervention Rationale
Male students significantly higher on Effects of VAW	Challenges stereotypes; identifies potential allies.	Targeted programs leverage existing male awareness of harm to build critical understanding of Root Causes and promote proactive advocacy (Tier 1/2).
Significant differences across programs on Root Causes and Overall Mean	VAW education delivery is inconsistent and lacks professional relevance.	Mandatory, interdisciplinary content specific to each academic major is necessary to ensure consistent deep awareness across the student body (Tier 2).
Campaign Impact correlates highly with Overall	Institutional visibility is the strongest predictive variable	Invest heavily in sustained, continuous multimedia advocacy

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Awareness () [1]	for success.	campaigns with robust feedback systems (Tier 1/2).
No significant differences across year levels	Awareness is static and fails to progressively develop.	Institutionalize scaffolded learning throughout the academic journey to deepen understanding over time (Tier 3).

Tiered Action Plan

This comprehensive action plan provides a phased approach for strategic implementation, ensuring maximum impact based on the evidence.

Beyond Awareness: A Tiered Action Plan for VAW Education and Prevention

Tier	Initiative	Key Actions	Rationale (Based on Study Findings)
Tier 1: Short-Term (1-6 Months)	Intensified Multimedia Advocacy Campaign	Launch high-visibility, continuous campaigns on digital platforms & physical spaces. Content must prominently display 24/7 support resources.	Leverages the strong correlation between campaign impact and overall awareness for immediate, pervasive reach and reinforcement of the institutional non-tolerance policy.
	Pilot Gender-Specific Awareness Workshops	Conduct initial workshops for male students (focused on allyship/responsibility) and separate sessions for female students (support/reporting barriers).	Addresses the nuanced gender differences in awareness, utilizing existing high male awareness of harm to drive engagement and provide targeted support.
	Ensure Clear Reporting & Support Access	Publicize simplified access to existing university VAW reporting mechanisms and support services, emphasizing confidentiality and clear procedural guidelines.	Empowers students to act on awareness by providing clear, accessible pathways for help, reducing barriers created by societal stigma.
Tier 2: Medium-Term (6-18 Months)	Establish VAW Curriculum Development Committee	Form a dedicated committee with faculty, student, and admin representatives from all academic programs (IT, HM, Education).	Facilitates the integration of VAW education across all disciplines, directly addressing program-specific awareness gaps identified in the ANOVA results.
	Develop Interdisciplinary VAW Modules	Design mandatory, tailored VAW modules for existing courses across all academic programs, focusing content on Root Causes (BT) analysis and professional application.	Ensures consistent and relevant VAW education for all students, guaranteeing that critical understanding develops regardless of major.
	Expand & Refine	Scale up regular gender-	Builds on successful targeted

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	Targeted Workshops	specific workshops based on pilot feedback. Collaborate with key student organizations to co-create and lead sessions (peer-to-peer education).	interventions and fosters student ownership, enhancing the Social Cognitive Theory principles of observational learning and self-efficacy.
	Implement Campaign Feedback & Evaluation System	Establish formal mechanisms (surveys, focus groups) for continuous, data-driven feedback on campaign effectiveness and relevance.	Ensures the high-impact advocacy model remains current and impactful, maximizing the strategic benefit derived from the critical finding.
Tier 3: Long-Term (18+ Months)	Full Curricular Implementation & Evaluation	Implement the integrated, scaffolded VAW curriculum across all programs, ensuring learning progresses in complexity across year levels (Year 1: Knowledge; Year 4: Advocacy).	Directly addresses the failure of scaffolding (no difference across year levels) by institutionalizing progressive, deepening understanding throughout a student's academic journey.
	Institutionalize Faculty and Staff Training	Implement mandatory, ongoing training for all university personnel on VAW awareness, reporting protocols, and gender-responsive teaching practices.	Creates a universally supportive and knowledgeable environment (Ecological Exosystem) and ensures consistent messaging and response from all members, enhancing observational learning opportunities.
	Review and Update University Policies	Conduct a comprehensive, triennial review of VAW-related policies, ensuring clarity, gender-responsiveness, and alignment with national legislation and institutional practice.	Ensures that the university's formal structures reinforce and support educational and advocacy efforts, fostering a culture of accountability.
	Longitudinal Research & Inter-University Collaboration	Initiate internal longitudinal studies to track the long-term impact of these interventions on student attitudes and behavior. Explore collaborations with other Philippine HEIs.	Provides continuous data for policy refinement and contributes generalizable, evidence-based insights to the national VAW prevention movement.

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APPENDIX A

Survey Instrument

Section 1: Awareness of the Forms of VAW

Objective: To assess students' knowledge of different forms of violence against women.

Questions	Always	Often	Sometimes	Rarely	Never
1. I am aware that physical violence (e.g., hitting, slapping, kicking) is a form of VAW.	☐	☐	☐	☐	☐
2. I recognize emotional or psychological abuse (e.g., threats, humiliation, manipulation) as a form of VAW.	☐	☐	☐	☐	☐
3. I understand that sexual violence (e.g., harassment, assault, rape) is a form of VAW.	☐	☐	☐	☐	☐
4. I know that economic abuse (e.g., controlling financial resources, preventing employment) is a form of VAW.	☐	☐	☐	☐	☐
5. I am aware that digital or online harassment (e.g., cyberbullying, revenge porn, stalking) is a form of VAW.	☐	☐	☐	☐	☐

Section 2: Awareness of the Causes of VAW

Objective: To determine students' understanding of the root causes of violence against women.

Questions	Always	Often	Sometimes	Rarely	Never
6. I understand that gender inequality is a major cause of VAW.	☐	☐	☐	☐	☐
7. I know that societal and cultural norms can contribute to the acceptance of VAW.	☐	☐	☐	☐	☐
8. I am aware that lack of legal enforcement and weak justice systems can lead to more cases of VAW.	☐	☐	☐	☐	☐
9. I recognize that economic dependence can make women more vulnerable to violence.	☐	☐	☐	☐	☐
10. I understand that exposure to violence in childhood can increase the risk of becoming a victim or perpetrator of VAW.	☐	☐	☐	☐	☐

Section 3: Awareness of the Consequences of VAW

Objective: To assess students' knowledge of the effects of violence against women.

Questions	Always	Often	Sometimes	Rarely	Never
11. I understand that VAW can cause psychological effects	☐	☐	☐	☐	☐

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such as depression, anxiety, and PTSD.					
12. I know that VAW can lead to physical health problems, including injuries and chronic illnesses.	☐	☐	☐	☐	☐
13. I recognize that VAW can negatively impact a victim's education or career opportunities.	☐	☐	☐	☐	☐
14. I am aware that VAW can affect families and communities by increasing social instability.	☐	☐	☐	☐	☐
15. I understand that VAW can have long-term emotional effects, even after the abuse has stopped.	☐	☐	☐	☐	☐

Section 4: Impact of Awareness on Students' Actions

Objective: To determine how students' level of awareness affects their actions toward VAW.

Questions	Always	Often	Sometimes	Rarely	Never
1. I feel confident in recognizing signs of VAW in different situations.	☐	☐	☐	☐	☐
2. My awareness of VAW has influenced me to speak up against violent behavior.	☐	☐	☐	☐	☐
3. I take action when I witness or hear about VAW incidents.	☐	☐	☐	☐	☐
4. I encourage others to stand against violence and support victims.	☐	☐	☐	☐	☐
5. I feel responsible for promoting respect and equality in my school/community.	☐	☐	☐	☐	☐
6. I avoid engaging in jokes or statements that promote violence against women.	☐	☐	☐	☐	☐
7. I would report a VAW incident if I witnessed one.	☐	☐	☐	☐	☐
8. I support VAW awareness campaigns by sharing information with others.	☐	☐	☐	☐	☐
9. My awareness of VAW influences my decisions in relationships and friendships.	☐	☐	☐	☐	☐
10. I actively participate in discussions or events related to VAW awareness.	☐	☐	☐	☐	☐

Section 5: Societal and Cultural Beliefs Shaping Students' Attitudes Toward VAW

Objective: To examine how societal and cultural beliefs influence students' perspectives and willingness to take action against VAW.

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Questions	Always	Often	Sometimes	Rarely	Never
1. I believe that cultural traditions influence how people view violence against women.	☐	☐	☐	☐	☐
2. I think that certain gender roles contribute to the justification of VAW.	☐	☐	☐	☐	☐
3. I have heard family members or elders say that VAW is a private family matter.	☐	☐	☐	☐	☐
4. Some people in my community believe that women should tolerate abusive relationships.	☐	☐	☐	☐	☐
5. I have observed that victims of VAW are sometimes blamed for the violence they experience.	☐	☐	☐	☐	☐
6. I think that societal expectations discourage men from speaking out against VAW.	☐	☐	☐	☐	☐
7. I believe that education can help change harmful cultural beliefs about VAW.	☐	☐	☐	☐	☐
8. My cultural background affects how I perceive gender-based violence.	☐	☐	☐	☐	☐
9. I feel comfortable challenging societal norms that justify VAW.	☐	☐	☐	☐	☐
10. I think that changing cultural beliefs is necessary to end VAW.	☐	☐	☐	☐	☐

Section 6: Effectiveness of VAW Awareness Programs and Campaigns

Objective: To evaluate the effectiveness of awareness programs and campaigns in shaping students' perceptions and attitudes toward VAW.

Questions	Always	Often	Sometimes	Rarely	Never
1. I have participated in VAW awareness programs or campaigns.	☐	☐	☐	☐	☐
2. These programs have helped me understand the importance of preventing VAW.	☐	☐	☐	☐	☐
3. I have learned practical ways to respond to VAW through awareness programs.	☐	☐	☐	☐	☐
4. I believe that awareness campaigns encourage people to speak up against VAW.	☐	☐	☐	☐	☐
5. I see or hear about VAW awareness campaigns in my school/community.	☐	☐	☐	☐	☐
6. The information shared in these programs is clear and	☐	☐	☐	☐	☐

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easy to understand.					
7. I think that VAW campaigns have led to a reduction in gender-based violence.	☐	☐	☐	☐	☐
8. I share information from awareness programs with my family and friends.	☐	☐	☐	☐	☐
9. Schools and universities should do more to promote VAW awareness.	☐	☐	☐	☐	☐
10. I am motivated to take action against VAW because of awareness programs.	☐	☐	☐	☐	☐

APPENDIX B

SPSS OUTPUTS

MEANS TABLES=MAT MBT MCT MDT MET OVAM BY Age Sex Program Course Year Level

/CELLS=MEAN COUNT STDDEV

/STATISTICS ANOVA.

Means

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Awareness of HIV/AIDS (MAT) * Age	270	100.0%	0	0.0%	270	100.0%
Awareness of HIV/AIDS Prevention (MBT) * Age	270	100.0%	0	0.0%	270	100.0%
Awareness of HIV/AIDS Treatment (MCT) * Age	270	100.0%	0	0.0%	270	100.0%
Micro-conceptions About HIV/AIDS and Their Influence (MDT) * Age	270	100.0%	0	0.0%	270	100.0%
Influence of Information Sources on Awareness and Misconceptions (MET) * Age	270	100.0%	0	0.0%	270	100.0%
Students' Perspectives on HIV/AIDS Awareness and Misconceptions	270	100.0%	0	0.0%	270	100.0%

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(OVAM) * Age						
Awareness of HIV/AIDS (MAT) * Sex	270	100.0%	0	0.0%	270	100.0%
Awareness of HIV/AIDS Prevention (MBT) * Sex	270	100.0%	0	0.0%	270	100.0%
Awareness of HIV/AIDS Treatment (MCT) * Sex	270	100.0%	0	0.0%	270	100.0%
Micro-conceptions About HIV/AIDS and Their Influence (MDT) * Sex	270	100.0%	0	0.0%	270	100.0%
Influence of Information Sources on Awareness and Misconceptions (MET) * Sex	270	100.0%	0	0.0%	270	100.0%
Students' Perspectives on HIV/AIDS Awareness and Misconceptions (OVAM) * Sex	270	100.0%	0	0.0%	270	100.0%
Awareness of HIV/AIDS (MAT) * Program Course	270	100.0%	0	0.0%	270	100.0%
Awareness of HIV/AIDS Prevention (MBT) * Program Course	270	100.0%	0	0.0%	270	100.0%
Awareness of HIV/AIDS Treatment (MCT) * Program Course	270	100.0%	0	0.0%	270	100.0%
Micro-conceptions About HIV/AIDS and Their Influence (MDT) * Program Course	270	100.0%	0	0.0%	270	100.0%
Influence of Information Sources on Awareness and Misconceptions (MET) * Program Course	270	100.0%	0	0.0%	270	100.0%
Students' Perspectives on HIV/AIDS Awareness and Misconceptions (OVAM) * Program Course	270	100.0%	0	0.0%	270	100.0%
Awareness of HIV/AIDS (MAT) * Year Level	270	100.0%	0	0.0%	270	100.0%

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Awareness of HIV/AIDS Prevention (MBT) * Year Level	270	100.0%	0	0.0%	270	100.0%
Awareness of HIV/AIDS Treatment (MCT) * Year Level	270	100.0%	0	0.0%	270	100.0%
Micro-conceptions About HIV/AIDS and Their Influence (MDT) * Year Level	270	100.0%	0	0.0%	270	100.0%
Influence of Information Sources on Awareness and Misconceptions (MET) * Year Level	270	100.0%	0	0.0%	270	100.0%
Students' Perspectives on HIV/AIDS Awareness and Misconceptions (OVAM) * Year Level	270	100.0%	0	0.0%	270	100.0%

Mat Mbt Mct Mdt Met Ovam * Age

Report

Age		Awareness of HIV/AIDS (MAT)	Awareness of HIV/AIDS Prevention (MBT)	Awareness of HIV/AIDS Treatment (MCT)	Micro-conceptions About HIV/AIDS and Their Influence (MDT)	Influence of Information Sources on Awareness and Misconceptions (MET)	Students' Perspectives on HIV/AIDS Awareness and Misconceptions (OVAM)
Younger (21 Years Old & Below)	Mean	4.52	4.59	4.31	3.02	4.18	4.13
	N	177	177	177	177	177	177
	Std. Deviation	.528	1.068	.651	1.149	.709	.574
Older (22 Years Old & Above)	Mean	4.49	4.48	4.30	3.18	4.17	4.12
	N	93	93	93	93	93	93
	Std. Deviation	.520	.635	.634	1.116	.978	.581
Total	Mean	4.51	4.55	4.31	3.08	4.18	4.13
	N	270	270	270	270	270	270
	Std.	.524	.942	.644	1.138	.810	.575

	Deviation						

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Awareness of HIV/AIDS (MAT) * Age	Between Groups	(Combined)	.069	1	.069	.252	.616
	Within Groups		73.813	268	.275		
	Total		73.882	269			
Awareness of HIV/AIDS Prevention (MBT) * Age	Between Groups	(Combined)	.714	1	.714	.805	.371
	Within Groups		237.815	268	.887		
	Total		238.529	269			
Awareness of HIV/AIDS Treatment (MCT) * Age	Between Groups	(Combined)	.003	1	.003	.008	.929
	Within Groups		111.567	268	.416		
	Total		111.571	269			
Micro-conceptions About HIV/AIDS and Their Influence (MDT) * Age	Between Groups	(Combined)	1.449	1	1.449	1.120	.291
	Within Groups		346.839	268	1.294		
	Total		348.288	269			
Influence of Information Sources on Awareness and Misconceptions (MET) * Age	Between Groups	(Combined)	.013	1	.013	.020	.886
	Within Groups		176.445	268	.658		
	Total		176.458	269			
Students' Perspectives on HIV/AIDS Awareness and Misconceptions (OVAM) * Age	Between Groups	(Combined)	.000	1	.000	.001	.978
	Within Groups		88.938	268	.332		
	Total		88.938	269			

Measures of Association

	Eta	Eta Squared
Awareness of HIV/AIDS (MAT) * Age	.031	.001

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Awareness of HIV/AIDS Prevention (MBT) * Age	.055	.003
Awareness of HIV/AIDS Treatment (MCT) * Age	.005	.000
Micro-conceptions About HIV/AIDS and Their Influence (MDT) * Age	.065	.004
Influence of Information Sources on Awareness and Misconceptions (MET)	.009	.000
Students' Perspectives on HIV/AIDS Awareness and Misconceptions (OVAM) * Age	.002	.000

Mat Mbt Mct Mdt Met Ovam * Sex

Report

Sex		Awareness of HIV/AIDS (MAT)	Awareness of HIV/AIDS Prevention (MBT)	Awareness of HIV/AIDS Treatment (MCT)	Micro-conceptions About HIV/AIDS and Their Influence (MDT)	Influence of Information Sources on Awareness and Misconceptions (MET)	Students' Perspectives on HIV/AIDS Awareness and Misconceptions (OVAM)
Female	Mean	4.50	4.53	4.27	3.04	4.17	4.10
	N	204	204	204	204	204	204
	Std. Deviation	.537	1.045	.639	1.100	.865	.583
Male	Mean	4.54	4.62	4.42	3.20	4.21	4.20
	N	66	66	66	66	66	66
	Std. Deviation	.484	.502	.651	1.250	.614	.547
Total	Mean	4.51	4.55	4.31	3.08	4.18	4.13
	N	270	270	270	270	270	270
	Std. Deviation	.524	.942	.644	1.138	.810	.575

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Awareness of HIV/AIDS (MAT) * Sex	Between Groups	(Combined)	.070	1	.070	.252	.616
	Within Groups		73.813	268	.275		

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	Total		73.882	269			
Awareness of HIV/AIDS Prevention (MBT) * Sex	Between Groups	(Combined)	.421	1	.421	.474	.492
	Within Groups		238.108	268	.888		
	Total		238.529	269			
Awareness of HIV/AIDS Treatment (MCT) * Sex	Between Groups	(Combined)	1.101	1	1.101	2.670	.103
	Within Groups		110.470	268	.412		
	Total		111.571	269			
Micro-conceptions About HIV/AIDS and Their Influence (MDT) * Sex	Between Groups	(Combined)	1.238	1	1.238	.956	.329
	Within Groups		347.050	268	1.295		
	Total		348.288	269			
Influence of Information Sources on Awareness and Misconceptions (MET) * Sex	Between Groups	(Combined)	.084	1	.084	.127	.721
	Within Groups		176.374	268	.658		
	Total		176.458	269			
Students' Perspectives on HIV/AIDS Awareness and Misconceptions (OVAM) * Sex	Between Groups	(Combined)	.453	1	.453	1.371	.243
	Within Groups		88.485	268	.330		
	Total		88.938	269			

Measures of Association		
	Eta	Eta Squared
Awareness of HIV/AIDS (MAT) * Sex	.031	.001
Awareness of HIV/AIDS Prevention (MBT) * Sex	.042	.002
Awareness of HIV/AIDS Treatment (MCT) * Sex	.099	.010
Micro-conceptions About HIV/AIDS and Their Influence (MDT) * Sex	.060	.004
Information Sources on Awareness and Misconceptions (MET) * Sex	.022	.000
Students' Perspectives on HIV/AIDS Awareness and Misconceptions (OVAM) * Sex	.071	.005

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Mat Mbt Mct Mdt Met Ovam * Program Course

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Program Course		Awareness of HIV/AIDS (MAT)	Awareness of HIV/AIDS Prevention (MBT)	Awareness of HIV/AIDS Treatment (MCT)	Micro-conceptions About HIV/AIDS and Their Influence (MDT)	Influence of Information Sources on Awareness and Misconceptions (MET)	Students' Perspectives on HIV/AIDS Awareness and Misconceptions (OVAM)
BSED English	Mean	4.65	4.50	4.27	2.99	4.28	4.14
	N	66	66	66	66	66	66
	Std. Deviation	.461	.648	.637	1.061	.747	.530
BSED Filipino	Mean	4.46	4.62	4.26	3.30	3.31	3.99
	N	10	10	10	10	10	10
	Std. Deviation	.401	.305	.389	.627	.669	.249
BEED	Mean	4.28	4.62	4.38	3.27	4.25	4.16
	N	13	13	13	13	13	13
	Std. Deviation	.695	.321	.519	1.060	.410	.456
BSED Soc Stud	Mean	4.46	4.81	4.39	2.59	4.19	4.09
	N	37	37	37	37	37	37
	Std. Deviation	.442	1.755	.640	1.339	.441	.643
MSED Math	Mean	4.23	4.35	4.15	2.55	4.13	3.88
	N	22	22	22	22	22	22
	Std. Deviation	.539	.586	.743	1.295	.502	.575
BPED	Mean	4.56	4.71	4.37	3.45	4.42	4.30
	N	39	39	39	39	39	39
	Std. Deviation	.588	1.301	.736	1.155	1.453	.778
BSHM	Mean	4.50	4.46	4.27	3.31	4.07	4.12

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	N	59	59	59	59	59	59
	Std. Deviation	.519	.459	.612	.988	.571	.472
BSIT	Mean	4.55	4.43	4.38	3.19	4.14	4.14
	N	24	24	24	24	24	24
	Std. Deviation	.551	.632	.677	1.055	.702	.555
Total	Mean	4.51	4.55	4.31	3.08	4.18	4.13
	N	270	270	270	270	270	270
	Std. Deviation	.524	.942	.644	1.138	.810	.575

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Awareness of HIV/AIDS (MAT) * Program Course	Between Groups	(Combined)	3.934	7	.562	2.105	.043
	Within Groups		69.948	262	.267		
	Total		73.882	269			
Awareness of HIV/AIDS Prevention (MBT) * Program Course	Between Groups	(Combined)	5.378	7	.768	.863	.536
	Within Groups		233.151	262	.890		
	Total		238.529	269			
Awareness of HIV/AIDS Treatment (MCT) * Program Course	Between Groups	(Combined)	1.384	7	.198	.470	.856
	Within Groups		110.186	262	.421		
	Total		111.571	269			
Micro-conceptions About HIV/AIDS and Their Influence (MDT) * Program Course	Between Groups	(Combined)	25.443	7	3.635	2.950	.005
	Within Groups		322.845	262	1.232		
	Total		348.288	269			

Information Sources on Awareness and Misconceptions (MET) * Program Course	Between Groups	(Combined)	11.388	7	1.627	2.582	.014
	Within Groups		165.070	262	.630		
	Total		176.458	269			
Students' Perspectives on HIV/AIDS Awareness and Misconceptions (OVAM) * Program Course	Between Groups	(Combined)	2.780	7	.397	1.207	.299
	Within Groups		86.159	262	.329		
	Total		88.938	269			

Measures of Association

	Eta	Eta Squared
Awareness of HIV/AIDS (MAT) * Program Course	.231	.053
Awareness of HIV/AIDS Prevention (MBT) * Program Course	.150	.023
Awareness of HIV/AIDS Treatment (MCT) * Program Course	.111	.012
Micro-conceptions About HIV/AIDS and Their Influence (MDT) * Program Course	.270	.073
Information Sources on Awareness and Misconceptions (MET) * Program Course	.254	.065
Students' Perspectives on HIV/AIDS Awareness and Misconceptions (OVAM) * Program Course	.177	.031

Mat Mbt Mct Mdt Met Ovam * Yearlev

Report

YearLev		Awareness of HIV/AIDS (MAT)	Awareness of HIV/AIDS Prevention (MBT)	Awareness of HIV/AIDS Treatment (MCT)	Micro-conceptions About HIV/AIDS and Their Influence (MDT)	Influence of Information Sources on Awareness and Misconceptions (MET)	Students' Perspectives on HIV/AIDS Awareness and Misconceptions (OVAM)
1st Year	Mean	4.47	4.75	4.30	3.06	4.38	4.19
	N	33	33	33	33	33	33
	Std. Deviation	.626	1.241	.673	1.068	1.259	.677

2nd Year	Mean	4.53	4.62	4.34	2.94	4.11	4.11
	N	102	102	102	102	102	102
	Std. Deviation	.505	1.149	.619	1.162	.548	.554
3rd Year	Mean	4.47	4.43	4.22	3.07	4.05	4.05
	N	75	75	75	75	75	75
	Std. Deviation	.551	.673	.679	1.052	.679	.572
4th Year	Mean	4.54	4.50	4.35	3.34	4.35	4.21
	N	60	60	60	60	60	60
	Std. Deviation	.468	.576	.631	1.218	.979	.552
Total	Mean	4.51	4.55	4.31	3.08	4.18	4.13
	N	270	270	270	270	270	270
	Std. Deviation	.524	.942	.644	1.138	.810	.575

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Awareness of HIV/AIDS (MAT) * Year Level	Between Groups	(Combined)	.261	3	.087	.315	.815
	Within Groups		73.621	266	.277		
	Total		73.882	269			
Awareness of HIV/AIDS Prevention (MBT) * Year Level	Between Groups	(Combined)	2.863	3	.954	1.077	.359
	Within Groups		235.666	266	.886		
	Total		238.529	269			
Awareness of HIV/AIDS Treatment (MCT) * Year Level	Between Groups	(Combined)	.747	3	.249	.598	.617
	Within Groups		110.824	266	.417		
	Total		111.571	269			
Micro-conceptions About HIV/AIDS and Their Influence (MDT) * Year	Between Groups	(Combined)	6.043	3	2.014	1.565	.198

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XII Issue X October 2025

Level	Within Groups		342.245	266	1.287		
	Total		348.288	269			
Information Sources on Awareness and Misconceptions (MET) * Year Level	Between Groups	(Combined)	4.772	3	1.591	2.465	.063
	Within Groups		171.686	266	.645		
	Total		176.458	269			
Students' Perspectives on HIV/AIDS Awareness and Misconceptions (OVAM) * Year Level	Between Groups	(Combined)	1.097	3	.366	1.107	.347
	Within Groups		87.841	266	.330		
	Total		88.938	269			

Measures of Association

	Eta	Eta Squared
Awareness of HIV/AIDS (MAT) * Year Level	.059	.004
Awareness of HIV/AIDS Prevention (MBT) * Year Level	.110	.012
Awareness of HIV/AIDS Treatment (MCT) * Year Level	.082	.007
Micro-conceptions About HIV/AIDS and Their Influence (MDT) * Year Level	.132	.017
Information Sources on Awareness and Misconceptions (MET) * Year Level	.164	.027
Students' Perspectives on HIV/AIDS Awareness and Misconceptions (OVAM) * Year Level	.111	.012

CORRELATIONS

/VARIABLES=MAT MBT MCT MDT MET OVAM

/PRINT=TWOTAIL NOSIG

/MISSING=PAIRWISE.

Correlations

Correlations

		Awareness of HIV/AIDS (MAT)	Awareness of HIV/AIDS Prevention (MBT)	Awareness of HIV/AIDS Treatment (MCT)	Micro-conceptions About HIV/AIDS and Their Influence (MDT)	Influence of Information Sources on Awareness and Misconceptions (MET)	Students' Perspectives on HIV/AIDS Awareness and Misconceptions (OVAM)
Awareness of HIV/AIDS	Pearson Correlatio	1	.352**	.515**	.409**	.357**	.675**

(MAT)	n						
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	270	270	270	270	270	270
Awareness of HIV/AIDS Prevention (MBT)	Pearson Correlation	.352**	1	.478**	.198**	.449**	.704**
	Sig. (2-tailed)	.000		.000	.001	.000	.000
	N	270	270	270	270	270	270
Awareness of HIV/AIDS Treatment (MCT)	Pearson Correlation	.515**	.478**	1	.425**	.404**	.757**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	270	270	270	270	270	270
Micro-conceptions About HIV/AIDS and Their Influence (MDT)	Pearson Correlation	.409**	.198**	.425**	1	.282**	.710**
	Sig. (2-tailed)	.000	.001	.000		.000	.000
	N	270	270	270	270	270	270
Influence of Information Sources on Awareness and Misconceptions (MET)	Pearson Correlation	.357**	.449**	.404**	.282**	1	.696**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	270	270	270	270	270	270
Students' Perspectives on HIV/AIDS Awareness and Misconceptions (OVAM)	Pearson Correlation	.675**	.704**	.757**	.710**	.696**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	270	270	270	270	270	270

**. Correlation is significant at the 0.01 level (2-tailed).