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## RESEARCH ARTICLE: Assessment Towards Halal Food Consumption Among Learners of Selected Junior High School in Jolo, Sulu

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**ABSTRACT.** This study assessed halal food consumption among learners in selected junior high schools in Jolo, Sulu, focusing on halal food, halal restaurants/food products, and attitudes toward halal food. Using purposive sampling, 100 Grade 10 students were selected, and data were analyzed using frequency, percentage, mean, standard deviation, t-test, One-way ANOVA, and Pearson's *r*. Results showed that most respondents were female and came from low-income families with varying levels of parental educational attainment. Overall, learners demonstrated a high level of assessment toward halal food consumption across all domains. Statistical analysis revealed no significant differences based on gender and parents' average monthly income, while a significant difference was found according to parents' highest educational attainment. Strong and significant correlations among all domains indicated consistent patterns in learners' awareness, evaluation, and attitudes toward halal food consumption. These findings underscore the influence of religious beliefs, cultural practices, and educational background on halal food consumption and highlight the need for strengthened school and community-based initiatives to promote halal awareness and informed consumption practices among students.

**KEYWORDS:** *Halal Food Consumption, Halal Food Awareness, Attitudes Toward Halal Food, Halal Food Products, Consumer Behavior, Junior High School Students, Jolo*

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## Introduction

Halal food consumption is a fundamental aspect of Islamic teaching, requiring Muslims to consume only lawful (halal) food and avoid prohibited (haram) food. Beyond fulfilling a religious obligation, halal food reflects faith, cultural identity, and daily lifestyle. In Muslim communities such as Jolo, Sulu, where the majority of the population are Tausug Muslims, adherence to halal practices remains an integral part of community life and tradition (Datucali & Sali, 2020).

In the Philippines, the expanding halal market and greater availability of halal-certified products have increased consumer awareness. Studies indicate that Filipino consumers generally exhibit positive awareness and favorable attitudes toward halal food (Mulok et al., 2023). However, Muslim learners, particularly in geographically isolated areas such as Sulu, may still have limited knowledge and awareness of halal food practices. The growing availability of non-

halal food products in school canteens and nearby establishments, along with peer influence and changing lifestyles, may also affect their food choices (Bux et al., 2022). Recent findings further suggest that young consumers' food choices are influenced not only by knowledge but also by cultural identity, authenticity, and peer influence (Fernandez et al., 2025).

Despite these findings, studies assessing halal food consumption, awareness, and attitudes among junior high school learners in Jolo, Sulu remain limited. This highlights both a geographical gap, as previous studies focused on other locations or the general Muslim population, and a knowledge gap regarding the halal food consumption practices of learners in the locality. Addressing these gaps may provide evidence to help schools, educators, parents, and policymakers strengthen halal education, promote informed food choices, and reinforce Islamic values among learners.

Aligned with the United Nations Sustainable Development Goals 4 (Quality Education) and 3 (Good Health and Well-being), this study assessed halal food consumption among learners of selected junior high schools in Jolo, Sulu. It also examined the influence of demographic variables on learners' assessment of halal food consumption and explored the relationships among its dimensions. The findings are expected to contribute to promoting responsible food choices, cultural awareness, and the preservation of Islamic values among junior high school learners.

### **Research Questions**

1. What is the demographic profile of the respondents in terms of:
  - 1.1. Gender;
  - 1.2. Grade level;
  - 1.3. Parent's highest educational attainment; and
  - 1.4. Parent's average monthly income?
2. What is the extent of assessment towards halal food consumption among learners selected junior high school in Jolo, Sulu, in terms of:
  - 2.1. Halal food;
  - 2.2. Halal restaurants/food products; and
  - 2.3. Attitudes toward halal food?
3. Is there a significant difference in the extent of Assessment towards Halal food consumption among learners of selected Junior High School in Jolo, Sulu when data are grouped according to:
  - 3.1. Gender;
  - 3.2. Grade level;
  - 3.3. Parent's highest educational attainment; and
  - 3.4. Parent's average monthly income?
4. Is there a significant correlation among the sub categories subsumed under assessment towards halal food consumption?

### **Literature**

#### ***Foreign Studies and Literature***

*Overview of Halal Food Consumption.* Halal food consumption refers to the practice of consuming food that is permissible under Islamic law. Beyond being a religious obligation, halal food represents cleanliness, safety, and ethical food preparation. Muslims are required to consume only halal and tayyib (wholesome) food while avoiding prohibited (haram) items. These principles shape food choices and daily consumption practices among Muslim individuals (Samori et al., 2014; Khan & Haleem, 2016).

*Knowledge and Awareness of Halal Food.* Several studies emphasize that knowledge is a major factor influencing halal food consumption. Marohom and Fuerzas (2022) found that greater knowledge of halal principles positively influences consumers' intention to purchase and consume halal products. Similarly, Azra et al. (2007) and Wahyudin (2018) explained that religious education received through families, schools, and communities increases awareness of halal food and strengthens compliance with Islamic dietary laws.

*Attitudes and Consumer Behavior.* Consumer attitudes significantly influence halal food consumption. According to the Theory of Planned Behavior, an individual's intention to consume halal food is influenced by attitude, subjective norms, and perceived behavioral control, which collectively shape actual consumption behavior (Ajzen, 1991). Maichum et al. (2017) likewise reported that favorable attitudes encourage Muslims to comply with Islamic dietary practices. However, studies also show that being Muslim alone does not always guarantee consistent halal food consumption, as knowledge, religiosity, and social influences continue to shape individual behavior (Soesilowati, 2010; Bonne et al., 2007).

### **Local Studies and Literature**

*Overview of Halal Awareness in the Philippines.* Abdulraof (2024) noted that despite the growing opportunities in the Philippine halal sector, awareness and understanding of halal concepts remain limited among both producers and consumers. The study emphasized the need for educational initiatives to promote proper halal practices and strengthen consumer confidence.

*Halal Awareness Among Consumers.* Local studies show that halal awareness remains relatively limited, particularly outside predominantly Muslim communities. Liba et al. (2021) found that non-Muslim hospitality management students had general awareness of halal food but lacked sufficient knowledge of its standards and requirements. Likewise, Chavez and Vicente (2024) reported that limited understanding of halal standards contributes to inconsistent practices, underscoring the need to strengthen halal education. Mendoza (2023) further explained that consumer decisions are influenced not only by knowledge but also by culturally shaped perceptions such as trust and attitudes. Similarly, Bangahan et al. (2025) found that trust and consumer perceptions significantly influence behavioral intentions, highlighting the importance of credible information in shaping consumer decisions.

*Importance of Halal Education.* Research consistently highlights the role of education in fostering positive attitudes toward halal food consumption. Religious instruction and awareness programs help learners understand halal practices as part of their faith and daily life. Chavez et al. (2024) supported this view, emphasizing that Islamic teachings and cultural values influence everyday behaviors and lifestyle choices. Consequently, strengthening halal education among students is essential for promoting informed food choices and adherence to Islamic dietary guidelines (Abdulraof, 2024).

*Synthesis and Research Gap.* Overall, the reviewed literature indicates that halal food consumption is influenced by knowledge, awareness, attitudes, trust, and religious education. These findings support the need to assess halal food consumption among junior high school learners in Jolo, Sulu, where adherence to halal practices is an integral part of everyday life.

## **Methodology**

### *1. Research Design*

This study employed a quantitative descriptive-correlational research design to assess halal food consumption among selected junior high school learners in Jolo, Sulu. The design was used to describe learners' assessment of halal food consumption and examine the relationships among

the variables without manipulating them. The study focused on halal food, halal restaurants and food products, and learners' attitudes toward halal foods.

### 2. Research Participants and Sampling

The respondents were 100 Grade 10 learners from selected public secondary schools in Jolo, Sulu during the Academic Year 2025-2026. Twenty-five respondents were selected from each participating school using purposive sampling to ensure that participants had relevant knowledge and experience related to halal food consumption. Ethical considerations included voluntary participation, informed consent, confidentiality, anonymity, and the participants' right to withdraw at any time.

Distribution of the target Samples among students of Junior High School Learners of Public Secondary Schools in Jolo

School	No. of Respondents
Hadji Butu School of Arts and Trade	25
Jolo National High School	25
Sulu State College Laboratory High School	25
Jolo Agricultural School	25
<b>Total:</b>	<b>100</b>

### 3. Research Instruments

Data were collected using an adopted, patterned, and revised survey questionnaire based on the instrument developed by Azlan et al. (2022). The questionnaire consisted of two parts: respondents' demographic profile and learners' assessment of halal food consumption, covering halal food, halal restaurants/food products, and attitudes toward halal foods. Responses were measured using a 5-point Likert scale ranging from Strongly Disagree to Strongly Agree. The instrument was reviewed by experts from the Graduate Studies faculty of Sulu State University to establish its validity.

### 4. Data Gathering Procedure

The researcher secured permission from the Dean's Office of Graduate Studies, obtained approval from the President of Sulu State College, and sought authorization from the school principals before administering the questionnaire. The survey was personally distributed to the selected respondents and retrieved on the same day. Ethical clearance was also obtained from the Research Ethics Committee of Sulu State University before data collection.

### 5. Data Analysis

Data were analyzed using descriptive and inferential statistics. Frequency and percentage were used to describe the respondents' profile. Mean and standard deviation determined the extent of learners' assessment toward halal food consumption. Independent samples t-test and one-way ANOVA were used to examine differences based on demographic variables, while the Pearson Product-Moment Correlation Coefficient (Pearson's  $r$ ) determined the relationships among the subcategories of halal food consumption assessment.

## Results and Discussion

*Question 1. What is the demographic profile of the student-respondents in terms of: Gender, Grade Level, Parent's highest educational attainment, and Parent's Average Monthly Income?*

### *In terms of gender*

**Table 1.1** Demographic profile of the student-respondents in selected junior high schools in Jolo, Sulu in terms of gender

Gender	Number of Respondents	Percent
Male	34	34.0%
Female	66	66.0%

<b>Total</b>	<b>100</b>	<b>100%</b>
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Table 1.1 shows that out of 100 respondents, 34 (34.0%) are male and 66 (66.0%) are female. This study reveals that majority of the student-respondents are female. This implies that the Junior high students in this study are predominantly female.

***In terms of grade level***

**Table 1.2** Demographic profile of the student-respondents in selected junior high schools in Jolo, Sulu in terms of grade level

<b>Grade Level</b>	<b>Number of Respondents</b>	<b>Percent</b>
Grade 10	100	100.0%
<b>Total</b>	<b>100</b>	<b>100%</b>

Table 1.2 presents the distribution of the student-respondents according to their grade level. The data reveal that all 100 respondents (100.0%) are Grade 10 learners from selected junior high schools in Jolo, Sulu. This indicates that the entire sample is composed exclusively of Grade 10 students.

***In terms of parent’s highest educational attainment***

**Table 1.3** Demographic profile of the student-respondents in selected junior high schools in Jolo, Sulu in terms of parent’s highest educational attainment

<b>Parent’s Highest Educational Attainment</b>	<b>Number of Respondents</b>	<b>Percent</b>
No formal Education	4	4.0%
Elementary Education	6	6.0%
High School level	13	13.0%
High School Graduate	22	22.0%
College level	27	27.0%
College Graduate	24	24.0%
Master’s degree	2	2.0%
Doctoral Degree	2	2.0%
<b>Total</b>	<b>100</b>	<b>100%</b>

Table 1.3 presents the respondents' profile according to their parents' highest educational attainment. The data show that most parents are at the college level (27.0%) and college graduates (24.0%), followed by high school graduates (22.0%) and those with high school level education (13.0%). This indicates that the majority of the respondents' parents have attained secondary to tertiary levels of education.

***In terms of parents’ average monthly income***

**Table 1.4** Demographic profile of the student-respondents in selected junior high schools in Jolo, Sulu in terms of parents’ average monthly income

<b>Parents’ Average Monthly Income</b>	<b>Number of Respondents</b>	<b>Percent</b>
1,500 pesos and below	45	45.0%
20,001 - 30,000 pesos	45	45.0%
30,001 pesos and above	10	10.0%
<b>Total</b>	<b>100</b>	<b>100%</b>

Table 1.4 presents the respondents' profile according to their parents' average monthly income. The data show that 45.0% of the respondents have parents earning ₱1,500 and below, another 45.0% have parents earning ₱20,001–30,000, while 10.0% have parents earning ₱30,001 and above. This indicates that most respondents' parents belong to the lower and middle-income groups.

*Question 2. What is the extent of assessment towards halal food consumption among learners selected junior high school in Jolo, Sulu, in terms of: Halal food, Halal restaurant /food products, and Attitudes toward halal food?*

***In terms of halal food***

**Table 2.1** Extent of assessment towards halal food consumption of junior high school students in the context of halal food

Statements	Mean	S.D.	Description
1. I understand what halal and haram mean according to the Qur'an and Sunnah of Prophet peace be upon him.	4.35	.857	Agree
2. I believe that eating halal food is religious obligation.	4.41	.683	Agree
3. I am aware that halal involves the process from nurturing to slaughtering of animals.	3.82	.989	Agree
4. I recognize that halal is related to the quality of food.	4.09	.818	Agree
5. I believe that if there are doubts about a food product raised by my peers or family, it is considered haram.	3.68	1.136	Agree
6. I am aware that alcohol and pork are not permissible (not halal) in Islam.	4.35	.968	Agree
7. I believe that halal food is clean and healthy.	4.44	.833	Agree
8. I understand that halal is permitted by Islamic Law	4.40	.636	Agree
9. I believe that all products with a halal logo are permissible to eat.	4.20	.711	Agree
10. I believe that food made in an Islamic country is considered halal even if it does not have a halal logo.	3.71	1.018	Agree
<b>Weighted Mean</b>	<b>4.15</b>	<b>.44116</b>	<b>Agree</b>

Legend: (5) 4.50-5.00=Strongly Agree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Undecided; (2) 1.50- 2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

Table 2.1 shows the extent of assessment towards halal food consumption among junior high school students in selected junior high schools in Jolo, Sulu in the context of halal food. This category obtained a total weighted mean score of 4.15 with a standard deviation of 0.44116, rated as “Agree.” This result indicates that the respondents generally demonstrate a high level of awareness and adherence to halal food consumption. This suggests that halal practices are recognized and observed by the respondents, reflecting the influence of cultural, religious, and social factors on their food consumption behavior. Such awareness is consistent with studies emphasizing that knowledge of halal principles and religious beliefs significantly influence halal food consumption among Muslim consumers (Ajzen, 1991).

***In terms of halal restaurants/food products***

**Table 2.2** Extent of assessment towards halal food consumption of junior high school students in the context of halal restaurants/food products

Statements	Mean	S.D.	Description
1. Halal-certified restaurants serving halal food	4.10	.823	Agree
2. Food Products is free of ingredients which against Islamic Shariah.	3.69	1.012	Agree
3. Products served food that is important for health.	4.14	.779	Agree
4. Food products provide food that is free from harmful material.	3.99	.718	Agree
5. Establishments of halal restaurants are encouraged by the government.	4.01	.893	Agree
6. Food products depict the halal.	4.04	.828	Agree
7. Food that served is pure, trustworthy, and wholesome, giving you peace of mind with every bite.	3.87	.939	Agree
8. Food is free of harmful material.	3.81	.837	Agree
9. Halal food promotes health and follows religious rules.	4.18	.869	Agree
10. Food served in halal restaurants/food products has been prepared according to Islamic dietary laws.	4.09	.712	Agree
<b>Weighted Mean</b>	<b>3.99</b>	<b>.45675</b>	<b>Agree</b>

Legend: (5) 4.50-5.00=Strongly Agree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Undecided; (2) 1.50- 2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

Table 2.2 shows the extent of assessment towards halal food consumption among junior high school students in selected junior high schools in Jolo, Sulu in the context of halal restaurants/food products. This category obtained a total weighted mean score of 3.99 with a standard deviation of 0.45675, rated as “Agree.” This result indicates that the respondents

generally demonstrate a positive level of awareness and preference for halal-certified restaurants and food products. This suggests that halal certification and compliance influence their food choices, reflecting trust in halal labeling and adherence to Islamic dietary principles.

***In terms of attitudes toward halal food***

**Table 2.3** Extent of assessment towards halal food consumption of junior high school students in the context of attitudes toward halal food

Statements	Mean	S.D.	Description	
1. I believe a restaurant is halal if the staff wear kopia or hijab.	4.05	.821	Agree	
2. I am willing to eat food products without a halal logo if the food is made in an Islamic country.	3.49	1.068	Undecided	
3. I am comfortable eating at restaurants operated by non-Muslim if they have a halal logo.	3.76	.900	Agree	
4. The halal logo is a Bunos, but what most important is the integrity of the ingredients.	3.71	.935	Agree	
5. I believe most restaurants have a halal logo.	3.73	1.127	Agree	
6. I do not mind the presence or absence of a halal logo if the food is halal itself.	3.62	.993	Agree	
7. I prefer to eat halal food that is clean and healthy.	4.22	.786	Agree	
8. I choose restaurant located within a Muslim community.	4.04	.803	Agree	
9. I avoid eating meat if I have not confirmed what kinds of meat that we serve.	3.91	1.016	Agree	
10. Sometimes I ask about halal status before deciding to eat at a restaurant if there is doubtful.	4.14	.853	Agree	
	<b>Weighted Mean</b>	<b>3.87</b>	<b>.57367</b>	<b>Agree</b>

Legend: (5) 4.50-5.00=Strongly Agree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Undecided; (2) 1.50- 2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

Table 2.3 shows the extent of assessment towards halal food consumption among junior high school students in selected junior high schools in Jolo, Sulu in the context of attitudes toward halal food. This category obtained a total weighted mean score of 3.87 with a standard deviation of 0.57367, rated as “Agree.” This result indicates that the respondents generally demonstrate positive attitudes toward halal food consumption. This suggests that they value and support halal practices, reflecting their beliefs, preferences, and acceptance of halal food as an important aspect of their daily consumption behavior.

*Question 3. Is there a significant difference in the extent of Assessment towards Halal food consumption among learners of selected Junior High School in Jolo, Sulu when data are grouped according to: Gender, Grade level, Parent’s highest educational attainment, and Parent’s average monthly income?*

***In terms of gender***

**Table 3.1** Difference in the extent of assessment towards halal food consumption among junior high school students when grouped according to their demographic profile in terms of gender

VARIABLES	Grouping Gender	Mean	S.D.	Mean Difference	t	Sig.	Description
Halal food	Male	4.1706	.39121	.03877	.415	.679	Not Significant
	Female	4.1318	.46712				
Halal restaurants/food products	Male	4.0500	.43918	.08788	.911	.365	Not Significant
	Female	3.9621	.46600				
Attitudes toward halal food	Male	3.8912	.57597	.03663	.301	.764	Not Significant
	Female	3.8545	.57651				

Significance at alpha 0.05

Table 3.1 presents the difference in the extent of assessment towards halal food consumption among junior high school students in selected junior high schools in Jolo, Sulu when

grouped according to gender. The computed t-values and probability values were not significant at the 0.05 level, indicating no significant difference in the respondents' assessment towards halal food consumption based on gender. Therefore, the hypothesis stating that there is no significant difference in the extent of assessment towards halal food consumption among junior high school students when grouped according to gender is accepted.

***In terms of grade level***

**Table 3.2** Demographic profile of the student-respondents in selected junior high schools in Jolo, Sulu in terms of grade level

Grade Level	Number of Respondents	Percent
Grade 10	100	100.0%
<b>Total</b>	<b>100</b>	<b>100%</b>

Table 3.2 presents the respondents' demographic profile according to grade level. All 100 respondents (100.0%) were Grade 10 students, indicating that the study included only one grade level. Consequently, no comparison across grade levels could be made, and no test of significant difference was applicable. Therefore, the hypothesis regarding differences in the extent of assessment towards halal food consumption according to grade level could not be evaluated.

***In terms of parents' highest educational attainment***

**Table 3.3** Difference in the extent of assessment towards halal food consumption among junior high school students when grouped according to their demographic profile in terms of parent's highest educational attainment

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Halal food	Between Groups	3.396	7	.485	2.812	.011	Significant
	Within Groups	15.871	92	.173			
	Total	19.268	99				
Halal restaurants/food products	Between Groups	3.115	7	.445	2.334	.031	Significant
	Within Groups	17.539	92	.191			
	Total	20.654	99				
Attitudes toward halal food	Between Groups	4.710	7	.673	2.221	.039	Significant
	Within Groups	27.871	92	.303			
	Total	32.581	99				

Significance at alpha 0.05

Table 3.3 presents the difference in the extent of assessment towards halal food consumption among junior high school students in selected junior high schools in Jolo, Sulu when grouped according to their parents' highest educational attainment. The computed F-values and probability values were significant at the 0.05 level, indicating a significant difference in the respondents' assessment towards halal food consumption. Therefore, the hypothesis stating that there is no significant difference in the extent of assessment towards halal food consumption according to parents' highest educational attainment is rejected.

The Tukey post hoc test further showed significant differences across the three dimensions. For halal food, respondents whose parents had a doctoral degree differed significantly from several other educational groups. For halal restaurants/food products, a significant difference was found between elementary and high school level groups. For attitudes toward halal food, a significant difference was observed between the high school level and college level groups.

***In terms of parents' average monthly income***

**Table 3.4** Difference in the in the extent of assessment towards halal food consumption among junior high school students when grouped according to their demographic profile in terms of parents' average monthly income

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Halal food	Between Groups	.280	2	.140	.716	.491	Not Significant
	Within Groups	18.987	97	.196			

	Total	19.268	99				
Halal restaurants/food products	Between Groups	.192	2	.096	.455	.636	Not Significant
	Within Groups	20.461	97	.211			
	Total	20.654	99				
Attitudes toward halal food	Between Groups	.209	2	.104	.313	.732	Not Significant
	Within Groups	32.372	97	.334			
	Total	32.581	99				

Significance at alpha 0.05

Table 3.4 presents the difference in the extent of assessment towards halal food consumption among junior high school students in selected junior high schools in Jolo, Sulu when grouped according to their parents' average monthly income. The computed F-values and probability values were not significant at the 0.05 level, indicating no significant difference in the respondents' assessment towards halal food consumption based on parents' average monthly income. Therefore, the hypothesis stating that there is no significant difference in the extent of assessment towards halal food consumption according to parents' average monthly income is accepted.

*Question 4. Is there a significant correlation among the subcategories subsumed under assessment towards halal food consumption?*

**Table 4** Correlation among the subcategories subsumed under the extent of assessment towards halal food consumption among junior high school students in selected junior high schools in Jolo, Sulu

Variables	Pearson r	Sig.	N	Description
Halal food				
Halal restaurants/food products	.667**	.000	100	High
Attitudes toward halal food	.515**	.000	100	High
Halal restaurants/food products				
Empathy	.661**	.000	100	High

Legend: \*\* Correlation Coefficient is significant at alpha .01 level,

\* Correlation Coefficient is significant at alpha .05 level,

Correlation Coefficient Scales Adopted from Hopkins, Will (2002): 0.0-0.1=Nearly Zero; 0.1-0.30=Low; 0.3-0.5=Moderate; 0.5-0.7-0=High; 0.7-0.9= Very High; 0.9-1=Nearly Perfect

Table 4 presents the correlation among the subcategories subsumed under assessment towards halal food consumption among junior high school students in selected junior high schools in Jolo, Sulu. The computed Pearson Correlation Coefficients (Pearson r) indicate significant positive correlations among all variables at  $\alpha = 0.05$ .

Results reveal high positive and significant relationships between halal food and halal restaurants/food products ( $r = .667, p = .000$ ), halal food and attitudes toward halal food ( $r = .515, p = .000$ ), and halal restaurants/food products and attitudes toward halal food ( $r = .661, p = .000$ ). These findings indicate that higher assessment in one domain is associated with higher assessment in the other domains.

Overall, the findings show that the subcategories of assessment towards halal food consumption are positively and significantly correlated, suggesting that students' awareness, evaluation of halal-certified restaurants and products, and attitudes toward halal food are closely interconnected. Therefore, the hypothesis stating that there is no significant correlation among the subcategories subsumed under assessment towards halal food consumption among junior high school students is rejected.

## Conclusion

The study reveals that the respondents are predominantly female Grade 10 learners from selected junior high schools in Jolo, Sulu, who generally come from families with moderate

educational backgrounds and varied income conditions, with many belonging to low-income households. Learners demonstrated a high level of assessment toward halal food consumption, reflecting strong awareness, adherence, and positive attitudes influenced by religious beliefs and cultural values. No significant differences were found in students' assessment based on gender and parents' income, while parental educational attainment significantly influenced their assessment. Furthermore, the domains of halal food consumption were highly correlated, indicating that awareness, evaluation, and attitudes toward halal practices are closely interconnected.

These findings are consistent with the Theory of Planned Behavior and previous studies emphasizing the influence of socio-economic background, parental education, awareness, and attitudes on halal consumer behavior. The study highlights the importance of strengthening halal education through collaborative efforts among schools, teachers, parents, and the community to promote informed and responsible halal food consumption among learners.

*(Disclaimer: While artificial intelligence (AI) was used for language enhancement, all concepts that were generated are entirely original.)*

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