



# VOICES OF WOMEN ON VIOLENCE AGAINST WOMEN:

*A Documentation of VAW Experiences  
of Female Students in Davao City*

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## EXECUTIVE SUMMARY



History has been replete with accounts of Violence Against Women (VAW). In the words of Kofi Annan, UN Secretary General, "*Violence against women is perhaps the most shameful human rights violation. It knows no boundaries of geography, culture or wealth. As long as it continues, we cannot claim to be making real progress towards equality, development, and peace.*"

Considering the lethal effects of violence against women and girls, as a risk factor for disease, as a cause of injury among women and as a factor to serious psychological consequences, a study on the experiences of violence among college students in Ateneo de Davao University (ADDU) and in the University of Southeastern Philippines (USEP) in Davao City was undertaken. Like other educational institutions, they have also encountered problems of early pregnancies and behavioral problems among its students. Reports from faculty members have shown that many difficult students have problems related to domestic violence and family separation. Due to lack of documentation, this study has been conceived to validate the reports and provide baseline for action related to Violence Against Women using both quantitative and qualitative methods. Survey questionnaire, focus group discussions and in-depth interviews are employed as methodologies to gather data.



Of the 439 respondents, both from Ateneo de Davao University and University of Southeastern Philippines, majority (76.3%) of them heard about VAW, while 26.7% of them do not really know what it truly means. In fact, 35.5% of them cannot identify any specific form of VAW. A large number or 44.9% of the respondents know someone in school who has experienced some forms of violence most of which are physical in nature (68.02%). Almost one-third or 31.7% of them have experienced being humiliated by their teachers in front of the class. It is also worth noting that 29.8% of the respondents heard of someone in school who is engaged in prostitution, one of the forms of exploitation of women. Inversely, violence is conceptually explored not only from the end view of the victims but also of the perpetrators. The fact that majority of the respondents have inflicted violence upon another person translates conversely to the number of victims that fell prey to their abusive conduct. This study shows that 51.3% of the respondents have hit someone. Most of those whom they hit are their male friends (40%), their brothers (27.56%) and sisters (28%), a few dared to hit their parents (8.4% father and 13.78% mother).

On the other hand, 7.3% experienced having sex already with 68.75% of them having been forced by their partners to engage in sex. Interestingly, 34.38% of them admitted that they have also forced their partners to have sex with them.

VAW experiences of female students encompass all kinds, namely, physical, emotional, psychological, verbal and even sexual abuse. This is alarming because these experiences happen in institutions where they are supposed to feel safe and secure like the home or schools.

Among the obvious manifestations of VAW aside from the physical bruises, marks and stains are: depression, staring at empty spaces, disturbed, lack of focus in studies, body shivers if in the presence of the perpetrator, becoming man hater, behavioral changes like being irritable and moody, off

tangent answers to questions and unconscious repetition of abusive words they heard from their perpetrators.



The respondents believe that there are many reasons why VAW happens. In broad strokes, they may be classified according to the following views: Cultural reinforcements (stereotyping women as sex objects, male domination, women being submissive, etc.); Personality and character (jealousy, lack of self-awareness, unhealthy communication process, etc.); and Institutional Structures (Lack of laws to protect women).

The effects of VAW can be far ranging. VAW creates lasting consequences in their physical, mental, emotional and psychological health and even reproductive health such as resulting to miscarriages and unwanted pregnancies. Being students, their studies take the toll as a result of VAW. Worse is that the experiences even created rifts between and among members in the family and those who experience it lost their self-concept and a few became sexually promiscuous.

Despite the difficulties that most of them go through, many of them manage to cope creatively with the problematic situation. Most of them would just keep silent though or pretend as if nothing has happened as a means of addressing their worries. The friends would be of big help as they usually become the outlets and emotional vents of the victims. Others seek help from parents, local authorities, relatives and even from courts, although a few mentioned that they already lost hope in institutions who can give them support. They said that university offices are not generally friendly to their concerns due to bureaucracy and possibility of breaching the rule on confidentiality. Hence, it is less likely that they seek help from these offices (Guidance and OSA).

As one respondent put it: *“Dili ka ganahan sa OSA kay dili siya accessible for everybody, daghan pa ka agihan og hadlok ka nga matismis kay daghna kaayo estudyante sa OSA.”* ( I do not like going to the Office of Student



Affairs because it's inaccessibility to students. Students would have to go through channels and be the butt of intrigues because of too many students lurking in the office.)

## Chapter 1 Introduction

*"Violence against women is perhaps the most shameful human rights violation. It knows no boundaries of geography, culture or wealth. As long as it continues, we cannot claim to be making real progress towards equality, development, and peace."*

**Kofi Annan,  
United Nations Secretary-General**

In September 2000, the United Nations Population Fund (UNFPA) reported that across the world, one in three women had been physically assaulted or abused in some way, typically by someone she knew, such as her husband or another male member of her family.

Violence against women and girls includes physical, sexual, psychological and economic abuse. It is often known as "gender-based" violence because it involves inequality in treating the status of women. (Population Report: Dec. 1999) Many cultures have perpetuated violence against women. Consequently, it has affected the lives of

### 'School Girl'

This is the story of Maritess. "The experience may have caused my almost incurable curiosity about sex that I read material which were not fit for my age. I learned the term cunnilingus and fellatio when I was only 11 years old. This stirred my curiosity further to read more books about the wonders of sex when I could not even relate to any of them," she said.

Maritess added that she grew up fearing older men. "I was afraid of priests, doctors, dentists, the driver, and the guards. I became suspicious of all male visitors from the province who were warmly welcomed by my mother to stay in the house. No one bothered to ask why I was so afraid and I kept as far from them as I could."

Maritess is still struggling in her marriage now. She cannot tell her husband why she cannot derive satisfaction from oral sex. Finally, when her grandmother passed away, she had her day. "I had to be at the funeral. He was there. Much older now but still a talker." It was her grandfather. The reason of what she has become.

Based on the CTF-VAW collated annual reports from the Department of Social Welfare and Development (DSWD), government agencies, NGO's and local social welfare offices in the region, it is estimated that 900 child abuse cases were reported from 1994-1997, of which 30% were cases of sexual abuse. Of these cases, 59% came from Baguio City.

Twenty seven years after Maritess was victimized, she chooses to finally tell her story in the hope of making more people aware that it happens, in the worst and in the best of households. Being an active member of a non-government organization working for legal and psychological support for sexually abused women and children, she emerged victorious from her own painful past.

-Voices and Choices: Women write on women, Women's Feature Services, 2005.



women. These are seen in the choices women make, the kind of work to choose, life events to participate and the places to go and stay. (Brunch: 1992) Population reports (1999) showed that physical and sexual abuse also affect most intractable reproductive health issues of our times\_ unwanted pregnancies, HIV and other sexually transmitted infection and complications of pregnancy. Violence against women does not only happen in marriage but among children and the youth as well. The Population reports (1999) further revealed that children are not only victims of sexual abuse but are also victims of domestic violence. Children who witness marital violence faced increased risk of emotional and behavioral problems as anxiety, depression, poor school performance, low self- esteem, nightmares and physical health complaints. As a consequence, they grow up as maladjusted adult.

Repro Watch (May 2002) further revealed that the United Nations reported that 46 million women comprising 4.4 million adolescents in the 15 to 19 year old age groups have abortion every year. Of these, 78 per cent live in developing countries and 22 percent in developed countries. The agency estimated that about 40 per cent of these abortions are unsafe and done in extremely crude operations.

Considering the lethal effects of violence against women and girls, as a risk factor for disease, as a cause of injury among women and as a factor to serious psychological consequences, a study on the experiences of violence among college students in Ateneo de Davao University (ADDU) and in the University of Southeastern Philippines (USEP) in Davao City will be a timely one. The universities, a sectarian school and a state university, respectively, are not isolated in terms of the events in life of the bigger society. Many of its students come from different areas of Mindanao with varied ethnic affiliations and therefore with different cultural backgrounds. Like other educational institutions, they have also encountered problems of early pregnancies and behavioral problems among its students. Reports from faculty members have shown that many difficult students have problems related to domestic violence and family separation. Due to lack of documentation, this study has been conceived to validate the reports and provide baseline for action related to Violence Against Women. Case studies will be useful as bases for such policies and action programs. It is envisioned that through this study the guidance counselors and other university

administrators involved in female students' welfare will take part in designing an action program and policies to be incorporated in the school manual.



Research and advocacy have mainly centered around battered wives and mothers. We know very little about the phenomenon of battered girlfriends. Though they may have many things in common with battered wives and mothers, it is still necessary to understand why and how abuse happens to them (Layda,2001).

### **Rationale of the Study**

The study on VAW will be conducted to respond to the queries regarding the existence of any documentation and policies related to VAW in AdDU and USEP in Davao City. The study is a timely one because of the observable increasing incidence of female students who were violated by men in their families, school and communities. Reports on sexual violence have been increasing as reflected in the local newspapers. However, no study has yet been done to document these incidents which eventually serve as basis for institutional policy articulation to protect the women from harm.

Considering the magnitude of effects, psychological or otherwise, to victims of violence, schools need studies to develop strategies to identify and manage VAW cases in their university. Teachers are expected to play a very important role in the early detection of indicators of violence in order to provide a timely and effective intervention in cases of VAW.

Strategically, Ateneo de Davo University is a Jesuit educational institution which is a recipient of a mandate to take an active role in the elimination of violence against women through the document of the 34<sup>th</sup> General Congregation. The decree espouses to promote the welfare of women in civil society. It is imperative all the more that this dictum translates into institutional mechanisms and intervention programs to provide *cura personalis* or personal care especially for the female students who fall prey to the various forms of violence. In the same light, the University of Southeastern Philippines is a state university established to be a modern state university at the cutting edge of academic excellence and at the forefront of research and development which provides harmonious and conducive



atmosphere for faculty and students to develop and attain their potentials, and an active participant in the promotion of the well-being and welfare of the community and society. The University firmly believes that education is an instrument for the improvement of the quality of life. Thus, the university shall provide access to quality education in all its mandated programs to deserving students and equip them with competencies in science and technology, dynamic leadership, entrepreneurial ability, and a deep sense of nationalism and cultural identity. (<http://www.usep.edu.ph/about%20usep/> January 15, 2007) Hence, this study.

### **Objectives of the study**

This study aimed to validate the reports on violence against female students of ADDU and USEP. It specifically attempts to achieve the following objectives:

1. To determine the different forms of violence experienced by female students at home, school, and community from the male figures in their lives;
2. To identify the manifestations of violence;
3. To document the extent of violence experienced by the students in different circumstances;
4. To name the causes of VAW as perceived by the female students;
5. To discuss the effects or consequences of VAW on the female students;
6. To describe the coping mechanisms used by the victims in the personal, institutional and community levels; and
7. To enumerate their sources of support.

### **Significance of the study**

Having scientific bases for the cases of violence will provide school administrators and guidance counselors data for school policies and action program. This study becomes imperative due to the noted observation of the increasing number of cases of violence against the female students which have remained undocumented thus far. In most cases,





they are confused as to where to seek for psychological help and at times medical interventions for the physical and emotional trauma inflicted on them by their perpetrators. The repercussions of these are reflected in depression, anxiety, restlessness low self-image and poor academic performance that they show in class.

The study can also reinforce information campaign regarding VAW. Much of those in a relationship might already be experiencing VAW without them noticing it, perhaps because of fear or because of lack of knowledge about it.

This study is also significant in response to the declaration of the Jesuits in promoting the welfare of women as reflected in their 34<sup>th</sup> General Congregation where they received the dictum to take an active role in eliminating the different forms of violence against women. Similarly, this will enable USEP to give flesh to the spirit behind its vision-mission-goals.

As an institution, this is a positive action to fully understand the social, political, and cultural undertones of VAW. In a larger scale, this study is undertaken in response to the challenges raised in the Convention on the Elimination of Discrimination Against Women (CEDAW). Documenting these forms of violence will strengthen the basis for government's intensified campaign to eliminate all forms of discrimination, violence being one, against women and girls.

This will also raise the issue as a public concern and not merely confined in the privacy of intimate relationships. With these being brought into the fore, policies and programs can be articulated to combat VAW and to provide a safe environment for our students in their academic pursuits.



## Chapter 2 Review of Related Literature

Violence against women (VAW) is present in most societies but it often goes unrecognized and unreported, and is accepted as part of the nature of things. Most violence against women takes place within families and the perpetrators are almost exclusively men, usually partners, ex-partners or other men known to the woman. Although reliable data on the prevalence of violence against women by their partners are scarce, especially in developing countries, a growing body of research confirms its pervasiveness (WHO/FIGO Pre-Congress Workshop on VAW)

The Declaration on the Elimination of Violence against Women, adopted by the United Nations General Assembly in 1993, testifies to the international recognition and understanding that violence against women is a violation of human rights and a form of discrimination against women.

The Platform for Action, adopted by the Fourth World Conference on Women held in Beijing in 1995, identified violence against women as one of the 12 critical areas of concern requiring special attention of governments, the international community, and civil society. During its forty-second session in 1998, the United Nations Commission on the Status of Women proposed further action and initiatives to be taken by member states and the international community to end violence against women, including the mainstreaming of a gender perspective in all relevant policies and programmes. Among the agreed conclusions of the session were measures to support the work of non-governmental organizations, to combat all forms of trafficking in women and girls, to promote and protect the rights of migrant workers, especially women and children, and to encourage coordinated research on violence against women. ("Review and Appraisal of the Implementation of the Beijing Platform for Action: Report of the Secretary-General" (E/CN.6/2000/PC/2).



Violence Against Women (VAW) according to the United Nations Declaration on the Elimination of Violence Against Women, includes but not limited to:

1. physical, sexual, and psychological violence occurring in the family, including battering, sexual abuse, marital rape, female genital mutilation, and other traditional practices harmful to women, non-spousal violence and violence related to exploitation;
2. physical, sexual, and psychological violence occurring in the general community, including rape, sexual abuse, sexual harassment, and intimidation at work, in educational institutions and elsewhere, trafficking in women and forced prostitution; and
3. physical, sexual, and psychological violence perpetrated or condoned by the State, wherever it occurs.

Generally, VAW is any act of gender-based violence that results or is likely to result in physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion, or arbitrary deprivations of liberty, whether occurring in public or private life. It comes as an expression of power domination over women at an individual or societal levels. Central to this are the biases of power and gender relations.

VAW assumes many forms. It could be physical, sexual, economic, and emotional or psychological abuse.

Physical violence is what everyone sees. When a woman experiences physical abuse in a relationship, society sees the bruises, cuts or broken bones. These are the surface signs of abuse and only one part of what makes up domestic violence. It may include slapping, pushing, kicking, punching, burning, choking, throwing objects at a person to make them do something or any physical action that causes hurt. (Chelliah and John, 2003)



Sexual abuse violates the woman's being through the use of sexual acts or any behavior, which is sexual in nature. The abuser forces or coerces the woman to engage in sex or any she finds unacceptable.

Economic abuse uses money or an economic situation to reinforce the domination of men, generally, over the victim creating an environment which is disadvantageous and in violation of the victim's peace of mind. This may include denial or withdrawal of financial support.

Lastly, psychological abuse is defined as the use of threat, intimidation, and verbal abuse which disturbs the victim's psychological and emotional balance, disrupting her normal behavior and functions. Insults and threats may fall under this form of abuse.

Worldwide, one of the most common forms of violence against women is abuse by their husbands or other intimate male partners. Partner violence occurs in all countries and transcends social, economic, religious, and cultural groups. Although women can also be violent and abuse exists in some same-sex relationships, the vast majority of partner abuse is perpetrated by men against their female partners.

While research into intimate partner abuse is in its early stages, there is growing agreement about its nature and the various factors that cause it. Often referred to as "wife-beating," "battering," or "domestic violence," intimate partner abuse is generally part of a pattern of abusive behavior and control rather than an isolated act of physical aggression. Partner abuse can take a variety of forms including physical assault such as hits, slaps, kicks, and beatings; psychological abuse, such as constant belittling, intimidation, and humiliation; and coercive sex. It frequently includes controlling behaviors such as isolating a woman from family and friends, monitoring her movements, and restricting her access to resources. <http://www.infoforhealth.org/pr/11/1111chap2.shtml#top>

Women and children live daily with violence or the threat of violence. This affects their health, disrupts their lives, limits their choices and destroys their self-confidence and self-esteem. Violence is one of the worst violations of children's and women's rights.



Domestic violence is the most endemic form of gender violence. Abuse and lack of care all contribute to maternal and perinatal mortality – pregnancy may be a trigger both for abuse and suicide attempts. Domestic violence has also a negative impact in children within the household who are at increased risk of becoming perpetrators or victims of violence in later life. Childhood violence can also lead to social problems including street children, child delinquency and child prostitution (Donnay, 1997)

## **A Framework for Understanding Partner Violence**

What causes violence against women? Increasingly, researchers are using an “ecological framework” to understand the interplay of personal, situational, and sociocultural factors that combine to cause abuse. In this model, violence against women results from the interaction of factors at different levels of the social environment.

The model can best be visualized as four concentric circles. The innermost circle represents the biological and personal history that each individual brings to his or her behavior in relationships. The second circle represents the immediate context in which abuse takes place—frequently the family or other intimate or acquaintance relationship. The third circle represents the institutions and social structures, both formal and informal, in which relationships are embedded—neighborhood, workplace, social networks, and peer groups. The fourth, outermost circle is the economic and social environment, including cultural norms.

A wide range of studies agrees on several factors at each of these levels that increase the likelihood that a man will abuse his partner:

- **At the individual level**, these include being abused as a child or witnessing marital violence in the home, having an absent or rejecting father, and frequent use of alcohol.
- **At the level of the family and relationship**, cross-cultural studies have cited male control of wealth and decision-making within the family and marital conflict as strong predictors of abuse.



- **At the community level**, women's isolation and lack of social support, together with male peer groups that condone and legitimize men's violence, predict higher rates of violence.
- **At the societal level**, studies around the world have found that violence against women is most common where gender roles are rigidly defined and enforced and where the concept of masculinity is linked to toughness, male honor, or dominance. Other cultural norms associated with abuse include tolerance of physical punishment of women and children, acceptance of violence as a means to settle interpersonal disputes, and the perception that men have “ownership” of women.

By combining individual-level risk factors with findings of cross-cultural studies, the ecological model contributes to understanding why some societies and some individuals are more violent than others and why women—especially wives—are so consistently the victims of abuse. (<http://www.infoforhealth.org/pr/111/11boxes.shtml#frame>)

### **Culture: A Double-Edged Sword**

In all societies there are cultural institutions, beliefs, and practices that undermine women's autonomy and contribute to gender-based violence. Certain marriage practices, for example, can disadvantage women and girls, especially where customs, such as dowry and bridewealth, have been corrupted by Western “consumer” culture.

In recent years, for example, dowry has become an expected part of the marriage transaction in some countries, with future husbands demanding ever-increasing dowry both before and after marriage. Dowry demands can escalate into harassment, threats, and abuse; in extreme cases the woman is killed or driven to suicide, freeing the husband to pursue another marriage and dowry.

Elsewhere, husbands are expected to pay “bridewealth” to compensate the bride's family for the loss of labor in her natal home. In parts of Africa and Asia this exchange has likewise become commercialized, with inflated bridewealth leaving many men with the impression that they have “purchased” a wife. In a recent survey in the Eastern Cape Province of South Africa, 82% of women said it is culturally accepted that, if a man pays

*lobola* (bridewealth) for his wife, it means that he owns her. Some 72% of women themselves agreed with this statement .



Both marriage traditions undermine the ability of women to escape abusive relationships. For example, parents on the Indian subcontinent are reluctant to allow their daughters to return home for fear of having to pay a second dowry, whereas in bridewealth cultures, women's parents must repay the man if their daughter leaves the marriage. As an abused woman in India observed, “One often feels like running away from it all. But where does one go? The only place is your parents' house, but they will always try to send you back”.

Cultural attitudes toward female chastity and male honor also serve to justify violence against women and to exacerbate its consequences. In parts of Latin America and the Near East, a man's honor is often linked to the sexual “purity” of the women in his family. If a woman is “defiled” sexually—either through rape or by engaging voluntarily in sex outside of marriage—she disgraces the family honor.

For example, in some Arab societies the only way to “cleanse” the family honor is to kill the “offending” woman or girl. A study of female homicide in Alexandria, Egypt, found that 47% of all women killed were murdered by a relative after they had been raped. At a recent conference in Jordan, experts from six Arab countries estimated that at least several hundred Arab women die each year as a result of honor killings.

Culture is neither static nor monolithic, however. Women's rights activists argue that communities must dismantle those aspects of culture that oppress women while preserving what is good. In the words of Ghanaian lawyer Rosemary Ofibea Ofei-Afboagye, “A culture that teaches male mastery and domination over women must be altered”.

Women at the forefront of the women's human rights movement point out that appeals to culture are often an excuse to justify practices oppressive to women. Sudanese physician Nahid Toubia asks, “Why is it only when women want to bring about change for their own benefit that culture and custom become sacred and unchangeable?”



Although culture can aggravate women's vulnerability, it can also serve as a creative resource for intervention. Many traditional cultures have mechanisms—such as public shaming or community healing—that can be mobilized as resources to confront abuse. Activists from Canada's Yukon Territory, for example, have developed Circle Sentencing, an updated version of the traditional sanctioning and healing practices of the Canadian aboriginal peoples. Within the “circle,” crime victims, offenders, justice and social service personnel, as well as community residents, listen to the victim's story and deliberate about how best to “restore justice” to the victim and the community. Sentencing often includes reparation, community service, jail time, treatment requirements, and community healing rituals.

Activists in India and Bangladesh likewise have adapted the *salishe*—a traditional system of local justice—to address domestic violence. For example, when a woman is beaten, the West Bengali NGO Shramajibee Mahila Samity sends a female organizer to the village to consult with the individuals and families involved. The organizer then facilitates a *salishe*, attempting to steer the discussion in a pro-woman direction. Collectively, the community arrives at a proposed solution, which is formalized in writing and monitored by a local committee. (<http://www.infoforhealth.org/pr/111/111boxes.shtml#frame>)

## **THE CYCLE OF VIOLENCE**

The cycle of violence describes the pattern that often occurs when a woman is abused by her husband or partner. While each woman's experience is distinct, the cycle points out the phases that tend to occur in abusive relationships.

When violence is a part of the way that people interact, there is a pattern which tends to recur. This pattern has many variations, but after listening to many women who are still in, or who have left violent relationships, it is becoming clear that the underlying emotions are very similar for the most of them. The cycle consists of several phases.

### **THE BUILD UP PHASE**





This phase occurs where tension builds up in a relationship and the people involved cannot overcome it by taking it out or defusing it in a way which is acceptable to both parties. One partner begins to dominate the situation while the other feels pressured and then attempts to please him/her. As the resulting anxiety and tension in the family builds up, it reaches a stage where it is harmful. This phase merges into the Control Phase.

### ***THE STANDOVER PHASE***

This phase in the cycle of violence can be either long or short. The dominant partner seems determined to control the actions of the family in general and/or his partner in particular. They in return are frightened to do anything, which will precipitate the next stage in the cycle, where there can be a violent outburst.

### ***THE VIOLENT OUTBURST***

Violence can take many forms and may not always be physical. The outburst may involve extreme physical harm to the victim, or emotional scarring which is not observable to the casual observer but can have long lasting effects on the personality of the victim. The benefit to the abuser is release of tension and the compliance of the victim but there are costs as well.

### ***THE PURSUIT PHASE***

Often the abuser will show remorse and sorrow for what he has done. He fears of losing control over his partner and may be fearful that his partner will leave him. So he may attempt to recover lost ground by asking forgiveness, giving presents and making promises about the future and changing his behavior.

### ***THE HONEYMOON PHASE***

The time after the violence, when forgiveness has been sought and given, may be a time of great closeness for the couple. Hence, the name. However, inevitably, given the

usual problems of daily life, tensions will arise again, and if the couple has not learnt way to avoid it, these tensions will gradually lead them back to the Build-up Phase and the cycle will begin again.



After a period of time, the man's effort to exert power and control over his partner will surface and cause stress and tension to build again. Without proper intervention and genuine change of attitudes and behavior, particularly on the part of the man, the cycle will repeat over and over again. (Chelliah and John, 2003)

## **VAW ACROSS THE GLOBE**

In nearly 50 population-based surveys from around the world, 10% to over 50% of women report being hit or otherwise physically harmed by an intimate male partner at some point in their lives. The data in Table 1 refer only to women who have been physically assaulted. Research into partner violence is so new that comparable data on psychological and sexual abuse by intimate partners are few.

Physical violence in intimate relationships almost always is accompanied by psychological abuse and, in one-third to over one-half of cases, by sexual abuse. For example, among 613 abused women in Japan, 57% had suffered all three types of abuse—physical, psychological, and sexual. Only 8% had experienced physical abuse alone. In Monterrey, Mexico, 52% of physically abused women had also been sexually abused by their partners. In León, Nicaragua, among 188 women who were physically abused by their partners, only 5 were not also abused sexually, psychologically, or both.

Most women who suffer any physical aggression generally experience multiple acts over time. In the León study, for example, 60% of women abused in the previous year were abused more than once, and 20% experienced severe violence more than six times. Among women reporting any physical aggression, 70% reported severe abuse. The average number of physical assaults in the previous year among currently abused women surveyed in London was seven; in the US in 1997, three.

In surveys of partner violence, women usually are asked whether or not they have experienced any of a list of specific actions, such as being slapped, pushed, punched,



beaten, or threatened with a weapon. Asking behavioral questions—for example, “Has your partner ever physically forced you to have sex against your will?”—yields more accurate responses than asking women whether they have been “abused” or “raped”. Surveys generally define physical acts more severe than slapping, pushing, shoving, or throwing objects as “severe violence.”

Measuring “acts” of violence does not describe the atmosphere of terror that often permeates abusive relationships. For example, in Canada's 1993 national violence survey one-third of women who had been physically assaulted by a partner said that they had feared for their lives at some point in the relationship. Women often say that the psychological abuse and degradation are even more difficult to bear than the physical abuse. [http://www.infoforhealth.org/pr/l11/l11chap2\\_1.shtml#top](http://www.infoforhealth.org/pr/l11/l11chap2_1.shtml#top)

A study in Rakai, Uganda, revealed that 14% of young women reported that their first sexual intercourse had been coerced. As such, coerced sexual intercourse is an important social and public health problem that has potentially serious repercussions for young women's reproductive health and well-being. Interventions to improve adolescent women's reproductive health should directly address the issue of sexual coercion (Koenig, 1997).

In Colombia, 55% of women at least one unintended pregnancy and 38% had been physically or sexually abused by their current or most recent partner. Accordingly, eliminating intimate partner violence in Colombia would result in an estimated 32,523 – 44,986 fewer unintended pregnancies each year. These findings indicate the need to include intimate partner violence screening and treatment in reproductive health programs, to promote men's involvement in fertility control programs, and to improve the social and political response to intimate partner violence (Pallitto and O'Campo, 1997).

Altogether, 34% of women and 18% of men had ever been hit during their current relationship as reported in China. The prevalence of hitting resulting in bleeding, bruises, swelling, or severe pain and injuries was 12% for women and 5% for men. Significant risk factors for partner violence included sexual jealousy, patriarchal beliefs, low female contribution to household income, low male socio-economic status, alcohol consumption and residence in regions other than the South and Southeast Asia (Parish, Tianfu, et.al., 1997).



Even in Kenya, among the sexually experienced respondents in one study, 21% of females and 11% of males had experienced sex under coercive conditions. Most of the perpetrators were intimate partners, including boyfriends, girlfriends and husbands (Erulkar, 1997).

Husbands, boyfriends, ex-husbands or ex-boyfriends have been responsible for over 70% of reported cases of physical or sexual violence against pregnant women, reaching 87% in a sample of Hispanic origin. Other possible aggressors are relatives and friends but rarely a stranger. Thus, in most cases the victim has or has had a close relationship with the aggressor. Violence committed by a male partner seems to have a more frequent and continuous pattern than that inflicted by others (Lucas d'Oliveira, 1997).

## **VAW IN THE PHILIPPINES**

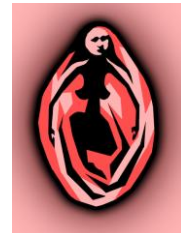
Ignacio Dee reported in 2003 for Manila Standard that in the Philippines more than half of Filipino wives are battered. Wife battering or physical injuries accounted for 52.6 percent of violence against women during the first semester this year, a Philippine National Police report disclosed.

According to the survey, Central Visayas has the highest incidence of violence against women, with 774 reported cases. Of this number, 68.5 percent were cases of wife battering or physical injuries. In the National Capital Region, there were 669 violent incidents against women, 340 of which (50.8 percent) fall under wife battering or physical injuries.

Meanwhile, Anthony Vargas reported for Manila Times in 2003 that about three women are reportedly being raped each day in 2002, according to statistics released by the Philippine National Police. The record shows a 5-percent increase in rape cases in 2003, or 1,117 incidents compared to the 1,063 cases reported in 2002.

In the same report, he accounted that battering or physical injuries, rape and acts of lasciviousness were the most common crimes committed against Filipino women in 2003. Data from the Philippine National Police obtained by The Times disclose that 8,011 cases

involving female victims were reported to the police in the year 2002.



Battering or cases of physical injuries comprised about 53.66 percent of the figure, or about 4,296 cases reported to the police. Rape cases came in second, with 1,117 reported to the police, or about 13.95 percent. Acts of lasciviousness came in third, with only 646 cases reported, or about 8 percent. The data indicated that women aged 26 to 35 were the most common victims of battering with 1,513 cases, followed by women aged 35 to 45 with 1,119 and those aged 18 to 25 with 1,117. Married women were most susceptible to battering with 2,915 of them filing complaints, followed by single women with 1,260, widows with 282 and separated women with 139.

Data also show that husbands committed most of the offenses in battering cases with 2,023, followed by their live-in partners with 674 cases. Also, 601 cases were reportedly committed by a friend or neighbor. Most of the women beaten up were unemployed with 2027, followed by self-employed with 1477, employed in private companies with 771, and government employees with 224. The data show hands or feet as the most common weapons used in the battering cases with 2631, while 1101 cases used other kinds of weapons. This was followed by bladed instruments with 461 and blunt instrument and guns came last with 334.

However, only 1,709 of the reported battering cases have been filed in court, while 1,490 have been referred to the barangay, 805 cases were settled by the parties at the police station, 363 are still under investigation and 207 were forwarded to the Department of Social Welfare and Development.

## **VAW IN SOUTHERN MINDANAO**

While rape had been the least committed crime among index crimes in the country from 1995 to 1999, its share in the total index had been increasing. In 1995, rape accounted for 5% of the total index crimes in the country. By 1999, it had risen to 9%.



In Southern Mindanao, the proportion of reported rape cases to total index crimes was higher, 6% in 1995 to 13% in 1999. Davao City and Davao Province had the highest incidences of reported rape cases from 1995 to 1998, while Sarangani and Davao Oriental had the lowest. In 1999, Davao del Sur joined Davao City and Davao Province among those areas with high incidence of reported rape cases.

While there was a general downtrend in reported rape cases in most of the provinces, the number of such cases continued to rise in Davao del Sur and Davao Oriental. In Southern Mindanao, more than half or 55% of perpetrators of violence against women were known to the victims, especially, 41% were relatives of the victims. Only 44% were strangers to the victims. Out of the total number of offenders related to the victims, 50% were husbands of the latter.

Majority of the victims of violence against women was young. More than half or 51% were within the age of 18 to 30 years old. There were fewer victims of age 56 and above.

Davao City had the most number of victims of violence against women in all age brackets while Compostella Valley had the least number of cases. The rate of physically-harmed pregnant women in Region XI was higher for the entire country. Four in 100 respondents in Region XI were being physically-harmed during pregnancy, while three out of 100 women were physically-harmed in the entire Philippines.

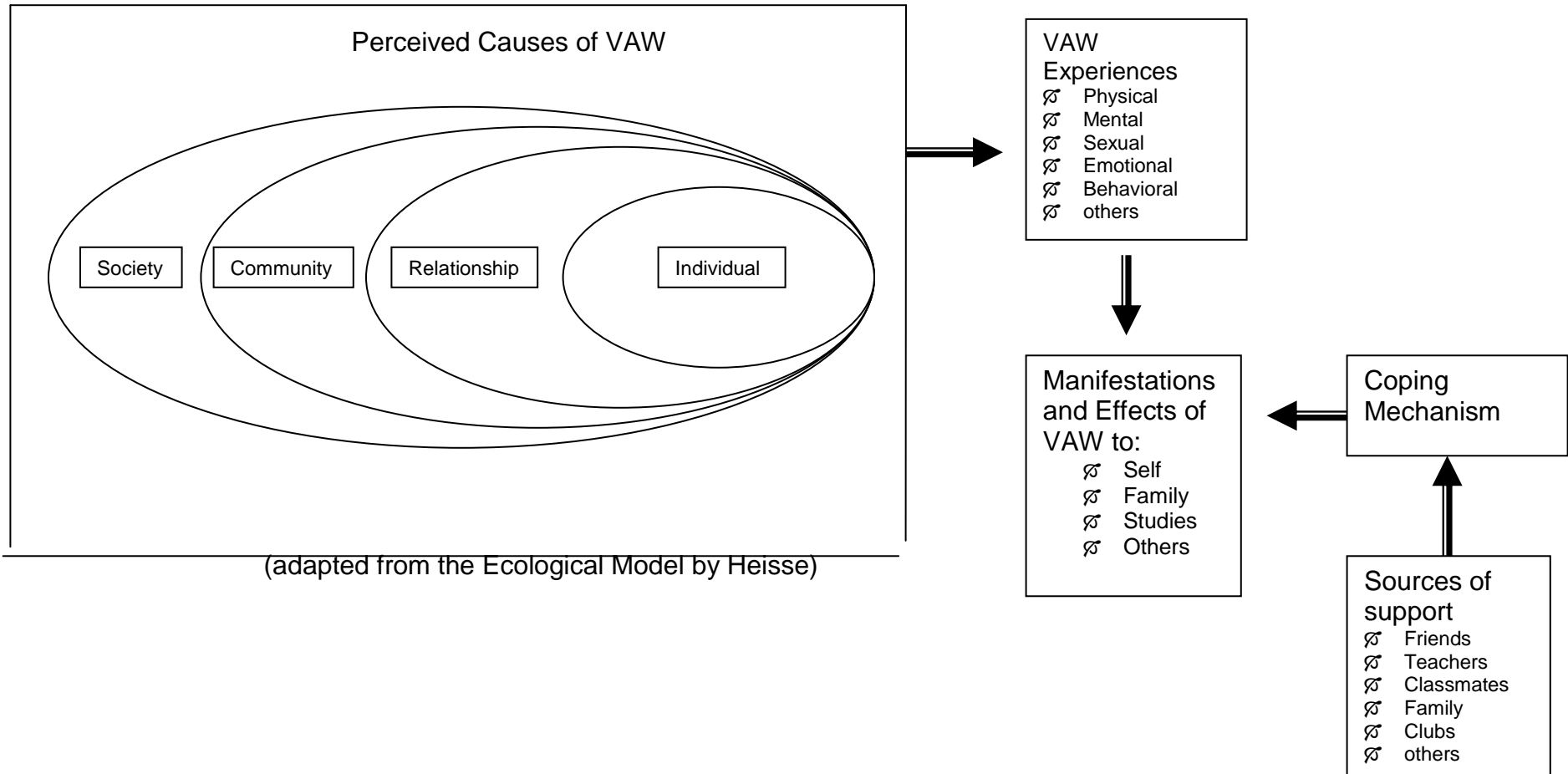
Forty-four percent of all cases of violence against women occurred in a domestic setting while 47% occurred in other places such as in the streets. The rest of the crimes were committed either in the office, school, motel, rice and corn fields.

Less than half of 46% of crimes against women were committed without any substance influence. Only 31% of the offenders were under the influence of drugs, alcohol or both. Almost half of 49% of offenders of violence against women in Southern Mindanao were still at large in 1999, only 17% were arrested and only 19% were issued a warrant of arrest. (Women and Men in Southern Mindanao, 2000, NSCB)





**Conceptual Framework:**







This study describes the VAW experiences of female students in Ateneo de Davao University by looking into six areas: extent, forms, causes, effects, manifestations and coping mechanisms of the VAW victims. The Ecological model of Gender violence by Heise will be used to understand the causes, manifestations, forms and extent of VAW experienced by the female students by looking into the interplay of personal situation and socio-cultural factors. The four circles in the figure above represent this model. The innermost circle represents the biological and personal history that each individual brings to her behavior in relationships. The second circle represents the immediate context in which abuses takes place - frequently the family or other intimate or acquaintance relationship. The third circle represents the institutions and social structures, both formal and informal, in which relationships are embedded – neighborhood, workplace, social networks and peer groups. The fourth, outermost circle is the economic and social environment, including cultural norms (<http://www.infoforhealth.org/pr/111boxes.shtml#frame>). A number of study show that the abuse can take a variety of forms; it includes physical assault, and psychological abuse, which frequently include controlling behaviors that put the life of the female student at risk. The negative consequences of the abuse extend beyond women's sexual and reproductive health to their overall health, to the welfare of their children and even to the development of the country. The consequences of the abuse will be discussed in this study to know the sexual, physical, emotional, behavioral and mental health effects of the abuse to the victims. Aside from looking at the consequences, this study will discuss how the victims cope with the violence. Whether or not they outlive the relationship or sustain it is an interesting issue to know. How these victims manage the violence will help identify the explicit and implicit support systems in the University the abused female can run to for help.

All these elements are necessary to be able to understand the situation of VAW experienced within the University.



## Chapter 3 Methodologies

This chapter discusses the research design, definition of terms, scope and delimitation, locale of the study, unit of analysis, data and collection procedure, instrumentation, data analysis and research dissemination used in the study.

### Research Design

This is a critical social science study which utilized a descriptive research design to unveil the existence of VAW in the campus. This is a qualitative study that validated the reports on the VAW incidents experienced by vulnerable female students. Further, this study revealed the conditions and experiences of the female VAW victims that could be used to develop strategies to identify and manage VAW in the university.

It employed survey, Focus Groups Discussion and Key Informant in-depth interview. The first method was used to gather the knowledge of the students on VAW while the FGD and IDI were employed to probe the experiences of the VAW victims.

### Definition of Terms:

The following are the terms that were operationalized for the purpose of this study:

Variable	Operational Definition
▪ Extent of Violence	▪ The recorded and unrecorded number of students experiencing VAW
▪ Nature of VAW	▪ Types, frequency and duration of experience, identity of the perpetrator and characteristics of the perpetrator as described by the respondents
▪ Mechanisms in coping with VAW experiences	▪ Refers to how respondents respond to VAW considering the difficulties and successes in getting support and help



▪ Forms of Violence	▪ Refers to the physical, verbal, psychological, sexual and emotional abuse experienced by the respondents
▪ Manifestations of Violence	▪ Refers to the physical and non physical proofs of violence such as bruises, anxiety, injury and others of similar nature
▪ Source of support	▪ Refers to the direct and indirect support sought by or extended to the respondents.

### **Scope and Delimitation:**

The reports on the increasing incidents of lady students violated by men in their homes, school and communities need to be validated. This can be done by looking into the causes, extent, forms, effects of VAW and coping mechanisms employed and experienced by the female students.

Since it employed non-probability sampling it is by no means representative of the general population of all the student who are VAW victims. The data gathered from this study is only true among the informants who participated in the study and not among the entire adolescent population in the city.

### **Locale of the study**

The study was conducted in Ateneo de Davao University because it is a sectarian school and one of the big universities here in Davao City. Further, the General Congregation 34, Decree 14 of the Jesuits mentioned that they will participate in addressing the “unjust treatment and exploitation of women” in the society. VAW was part of the list of injustices which Jesuits were called to address in the implementation of their mission. Meanwhile, the mission of USEP explicitly shows that it is built in the promotion of the well-being and welfare



of the community and society. The University firmly believes that education is an instrument for the improvement of the quality of life.

Lastly, the organizational structure, the referral scheme and the programs in Ateneo de Davao University and University of Southeastern Philippines are familiar to the proponents of the study than in any other universities in the city.

### **Unit of Analysis**

This study used multi-stage sampling method. A random survey was undertaken to determine the frequency of VAW cases in each University. The participants of the survey will include students from all year levels who responded to the VAW campaign done by the researchers. After the forum, an e-mail address serving as VAW e-line was made accessible to the general student population for purposes of gathering narratives about VAW incidents.

The participants of the focus group discussions were also heterogeneous comprising of students from all year levels. There were two (2) FGD's for each year level which totals to eight (8). Open and willing participants who have experienced VAW as identified in the FGD were invited for an In-depth Interview (IDI) to further explore the circumstances of VAW experience. This was in addition to the participants who were recommended by the Guidance Office and selected facilitators of the First Year Christian Formation Program (FYCF) for an IDI.

Lastly, ethical measures will be highly observed such as confidentiality and anonymity.

### **Data Collection**

<b>Method</b>	<b>Data Source</b>	<b>Protocols observed</b>
1. Review of existing documents	<ul style="list-style-type: none"><li>▪ OSA</li><li>▪ Guidance Office</li><li>▪ SICO</li><li>▪ FYCF Facilitators</li></ul>	<ul style="list-style-type: none"><li>▪ Send letters to the President and Deans of different Schools to seek approval on the review of documents in the different offices.</li><li>▪ Send letters to the different offices.</li></ul>
<ul style="list-style-type: none"><li>▪ Forum and random</li></ul>	<ul style="list-style-type: none"><li>▪ SAMAHAN</li></ul>	<ul style="list-style-type: none"><li>▪ A forum about RA 9262 or RA 7877 was conducted</li></ul>



<p>survey of the audience</p>	<ul style="list-style-type: none"> <li>▪ FYCF facilitator</li> <li>▪ CCO</li> </ul>	<p>to raise the consciousness of the students</p> <ul style="list-style-type: none"> <li>▪ After the forum, a random survey was conducted to determine the extent and number of students (audience) who have experienced VAW. Before the actual data collection, the instrument was pre-tested and necessary revisions were made.</li> <li>▪ An e-mail address was opened to serve as a contact to the students who have experienced VAW and who would like to maintain anonymity</li> </ul>
<p>2. Non-probability sampling using purposive and snowball techniques</p>	<ul style="list-style-type: none"> <li>▪ Guidance Office</li> <li>▪ FYCF facilitators</li> <li>▪ CCO and COCP</li> </ul>	<ul style="list-style-type: none"> <li>▪ Letters were sent to the Guidance Office and FYCF facilitators to inform them the objective of the study. They were asked to refer students who experienced abuse in school, at home or in the community.</li> <li>▪ The letter of consent for the respondents will be given to the Guidance counselor and FYCF facilitator. They will seek consent from the probable respondents.</li> <li>▪ The Guidance counselor will refer whether the student is a capable respondent.</li> </ul>



<p>3. Focus Group Discussion</p>	<ul style="list-style-type: none"> <li>▪ Guidance Counselor</li> <li>▪ FYCF Facilitator</li> <li>▪ Investigator</li> <li>▪ Observer</li> </ul>	<ul style="list-style-type: none"> <li>▪ The investigator and the observer have a training on counseling before conducting the FGD</li> <li>▪ Before the FGD, the approval and the clearance of the participant will be given by the guidance counselor and FYCF facilitator</li> </ul>
<p>4. In-depth-interview</p>	<ul style="list-style-type: none"> <li>▪ Guidance counselor</li> <li>▪ Participant</li> </ul>	<ul style="list-style-type: none"> <li>▪ Letter of consent will again be presented to the participant before the interview</li> <li>▪ Interview will be conducted one-on-one</li> </ul>

Data collection through document review was conducted first to be able to support the letters and the importance of this study. The data gathering through FGD and IDI substantiated this study on VAW; these procedures were done through close coordination with a psychologist. The FGDs were done at the Psychology laboratory and the IDI were conducted in the same venue. To be able to obtain more information in the nature of VAW and the coping experiences, there were eight FGDs conducted, two in every year level with 8-12 participants. The output in these activities will provide program managers knowledge on what strategic approaches will make intervention for these victims more meaningful and sustainable.

The interview guide for the FGD and the IDI was constructed in close coordination with the psychologist. Both instruments were validated and pre tested before the actual data gathering.

**Instrumentation:**



The interview guide will be constructed containing the following variables:

1. Background Information
  - a. Personal profile
2. Experience of VAW
  - a. Type of violence experienced
    - i. School
    - ii. Family
    - iii. Community
    - iv. Partner
  - b. Frequency and duration of experience
  - c. Perpetuators, relationship with the respondent
    - i. Characteristics of the perpetrators
  - d. Manifestations of VAW in the victim
3. Effects of VAW
  - a. Effects experienced by the respondents
  - b. Perceived effects of the respondents
4. Coping experiences
  - a. School experiences
  - b. Family experiences
  - c. Community experiences
  - d. Perceived role of the support groups

## **Data Analysis**

The data gathered from the survey was encoded and ran using the SPSS program. Descriptive statistics was employed in determining frequency distribution, percentage and in analyzing the data. Raw data gathered from FGD and in-depth interviews were transcribed and classified. Confidentiality was maintained in the transcriptions. The classified data were



then analyzed and categorized according to common patterns and themes. Strategically, the researcher listed down initial observations and preliminary recommendations as well as synthesized initial data after each interview. Direct quotations were adopted in order to substantiate the findings of the study.

The survey and interview guide was coded with two-digit number to maintain confidentiality. The time and date of interview, FGD as well as the preferred pseudonyms of the KIs were also indicated to serve as references during the analysis. However, a separate sheet with their names and corresponding code was prepared for reference in case the researchers wished to come back for follow-up.

After the study, once the researcher ascertained that the sheet will no longer be useful, it will be destroyed to protect the identity of the informants.

## **Research Dissemination and Utilization**

Dissemination of findings will be done after the research shall have been completed. University students and leaders, guidance counselors, teachers and administrators will be the main audience in the dissemination activity.

The research utilization will be a continuing activity. At the conceptualization stage, the program administrators providing student services will be given orientation on VAW and will be asked to participate in the finalization of the interview guide. Upon the completion of the research, a workshop will be conducted to formulate a course of action specifically related to advocacy and an action program identifying VAW and coping the cases of VAW in the university.





## Chapter 4 Data Presentation, Analysis and Interpretation

This chapter presents the result of the study conducted among the 439 students surveyed and 10 self-confessed VAW victims in two universities in Davao City. It is divided into the following major topics: I.) Social, demographic and economic profile; II.) Knowledge on VAW; III.) Manifestations of Violence; IV.) Forms of VAW experienced; V.) Perceived causes of VAW; VI.) Effect or consequences of VAW; VII.) Coping Mechanisms used and; VIII.) Sources of Support availed by the victims.

### **Social, Demographic and Economic Profile**

The survey was administered to four hundred thirty nine (439) respondents; fifty one percent (51%) are from Ateneo de Davao University (ADDU) while 49% are students of University of Southeastern Philippines (USEP). Majority of the respondents from both universities belonged to the lower year levels of tertiary education. Almost half of the ADDU respondents are second year students (42.86%) while a little higher (46.05%) are first year students of USEP, while the least are fifth year college students representing .7% only from both schools.

The age range of students vary, the USEP students are younger (15-25 age range) while the ADDU students age range is 15-39. Although the mean age of the respondents is 18.09 years old 69.9% of them are 18 years old and below.

A great number of respondents or 77.2% are Roman Catholic in terms of their religion majority of the respondents from both schools practice Catholic faith. The least being Iglesia ni Kristo and Islam with 2.3% representation each. While there are 9.3% Protestants, 8.9% said they follow a different belief, faith or religious sect. In terms of ethnicity, most of the USEP students are Cebuano (51.16%) while about 31.7% of ADDU students do not know their ethnicity. Among the other ethnicities represented are Mandaya (6.8%) and Manobo (1.1%).



Most of the respondents come from a family with three siblings (26%), the range is 0-12. Interestingly, 20.5% have 5-12 siblings. Two respondents said they have 12 siblings. This data show that a significant number of the respondents live in a large-sized family although majority (65.2%) of them have small family unit of having three siblings and below. Almost one-third or 31.7% of them are the eldest in the family (36.16% from ADDU and 26.98% from USEP) while 27.6% are the youngest. A few (4.6%) said that they are the only child in the family and most of them are from ADDU (75%).

Almost all of the fathers of the respondents are employed, only few were unemployed and more than half of them come from USEP (54.17%) respondents. Most fathers of all the respondents are government workers (20.7%) with several others being self-employed (19.6%) and employed in a private sector (18.9%). Almost a quarter of ADDU respondent's fathers are businessman (21.88%) and almost the same rate (24.65%) were the fathers of USEP students who are employed in the private sector. Meanwhile, most of their mothers are full time housewife (42.4%) while a few others are self employed (17.3%) and government employees (14.1%). However, most of those whose mothers are housewives are from USEP (52.09%) and a smaller rate is from ADDU respondents (33.04%). The combined monthly income of PhP 5,001-10,000 represented 24.4% of the respondents' family and 20.3% registered an estimated monthly income below PhP 5,000. Meanwhile, 18.9% has an average monthly income of more than PhP 20,000. A large number of the parents of ADDU students earn above Php15,000 a month while majority of the parents of USEP respondents (86.98%) earn below Php 15,000 per month.

Majority are still living with their parents representing 56.9% of the respondents while some or 20% of them stay in boarding houses and most of them are from USEP. On the other hand, a number of those who renting an apartment (6.8%) or live in a dormitory (3.4%) are ADDU students.



**Table 1: Socio-demographic Characteristics**

Variable	ADDU (n = 224)		USEP = (n = 215)		Total (n = 439)	
	freq	%	freq	%	freq	%
<b>Religion</b>						
Roman Catholic	171	76.34	168	78.14	339	77.22
Protestant	27	12.05	14	6.51	41	9.339
Islam	10	4.464		0.00	10	2.278
Iglesia ni Kristo	4	1.786	6	2.79	10	2.278
Others	12	5.357	27	12.56	39	8.884
<b>Year Level</b>						
first year	64	28.57	99	46.05	163	37.13
second year	96	42.86	56	26.05	152	34.62
thrid year	35	15.63	36	16.74	71	16.17
fourth year/fifth year	26	11.61	24	11.16	50	11.39
fifth year	3	1.339		0.00	3	0.683
<b>Occupation of the father</b>						
Businessman	49	21.88	18	8.37	67	15.26
Government worker	56	25	35	16.28	91	20.73
Self-employed	37	16.52	49	22.79	86	19.59
Unemployed	11	4.911	13	6.05	24	5.467
Employed in a private sector	30	13.39	53	24.65	83	18.91
not applicable	4	1.786		0.00	4	0.911
no answer	4	1.786	2	0.93	6	1.367
others	33	14.73	45	20.93	78	17.77
<b>Occupation of the mother</b>						
Teacher	22	9.821	13	6.05	35	7.973
Government worker	43	19.2	19	8.84	62	14.12
Self-employed	43	19.2	33	15.35	76	17.31
Housewife	74	33.04	112	52.09	186	42.37
Employed in Private sector	24	10.71	24	11.16	48	10.93
no answer	2	0.893		0.00	2	0.456
others	16	7.143	14	6.51	30	6.834
<b>Monthly family income</b>						
5,000 and below	14	6.25	75	34.88	89	20.27
5,001 - 10,000	27	12.05	80	37.21	107	24.37
10,001 - 15,000	41	18.3	32	14.88	73	16.63
15,001 - 20,000	28	12.5	8	3.72	36	8.2
20,001 and above	76	33.93	7	3.26	83	18.91
no answer	36	16.07	8	3.72	44	10.02
don't know	2	0.893	5	2.33	7	1.595
<b>Order/rank in the family</b>						



eldest	81	36.16	58	26.98	139	31.66
youngest	64	28.57	57	26.51	121	27.56
in between	50	22.32	49	22.79	99	22.55
only child	15	6.696	5	2.33	20	4.556
no answer	1	0.446		0.00	1	0.228
others	13	5.804	46	21.40	59	13.44
<b>Ethnicity</b>						
Manobo	4	1.786	1	0.47	5	1.139
Mandaya	18	8.036	7	3.26	25	5.695
Cebuano	28	12.5	110	51.16	138	31.44
Ilonggo	23	10.27	23	10.70	46	10.48
no answer	71	31.7	16	7.44	87	19.82
don't know		0	1	0.47	1	0.228
others	80	35.71	57	26.51	137	31.21
<b>Current residence</b>						
living with parents	128	57.14	122	56.74	250	56.95
boarding	31	13.84	57	26.51	88	20.05
dormitory	14	6.25	1	0.47	15	3.417
renting an apartment	19	8.482	11	5.12	30	6.834
no answer	2	0.893	2	0.93	4	0.911
Others	30	13.39	22	10.23	52	11.85

### Profile of the Key Informants

Among the ten key informants who admitted to have experienced VAW, the average age is 19 years old (range 17-25), their average family size is four (range 1-9). All were single although one is a single mother. From the ten, four belong to a broken family, three do not know the jobs of their fathers, one had a missing father, and another one whose father died while she was two years old. Almost all (F=9) of their mothers are employed.

Seven of them confessed being close to their family especially to their mothers whom they consider as their confidante. Two described themselves, as loner while four confessed having fun through “gimiks” (hang out) with friends as their pastime.

Six of the informants are second year students, three are in their fourth year level and only one is in third year. All of them are determined to finish their studies in time.



**Table 2. KIs Social and Demographic Characteristics**

Name	Year level	Age	Number of siblings	Rank in the family	Current Family Arrangement	Work of parents		Personal description of themselves
						Father	Mother	
Joy	2 <sup>nd</sup>	18	3	Eldest	Parents live Together	OFW	Businesswoman	- very domesticated - loner - naughty - don't like studying
Mabs	2 <sup>nd</sup>	18	8	Second	Parents live Together	ARMY	Housekeeper	- generous - kind - in control of myself
May	2 <sup>nd</sup>	19	3	Youngest	Broken family	Don't know	businesswoman	- timid - I don't get along with others easily
Mi-mi	4 <sup>th</sup>	20	3	Second	Parents live Together	businessman	Businesswoman	- very close to my family - simple, friendly and approachable - likes to join beauty pageants
Cindy	2 <sup>nd</sup>	19	3	Youngest	Parents live Together	OFW	Gov't employee	- "malambing" (sweet or affectionate) - close to my family - friendly and I love to party
Kaye	2 <sup>nd</sup>	19	0	Only child	Broken family	Don't know	Businesswoman	- friendly and sports enthusiast - I love to party
Jane	4 <sup>th</sup>	20	6	Third	Broken family	Don't know	Supervisor	- friendly; strong
Cathy	4 <sup>th</sup>	25	2	Eldest	Parents live Together	Deceased	businesswoman	- single mom - I have a very supportive family - close to my mother - strong; domesticated - I love deeply
Gay	2 <sup>nd</sup>	17	0	Only child	Parents live Together	No job	"labandera"	- friendly; "barkadista" (outgoing); close to mother but distant to relatives
Angel	3 <sup>rd</sup>	17	9	Fifth	Broken family	Missing	teacher	- very emotional - loner

## Knowledge on Violence Against Women



*I grew up in a broken family, I lived with my grand mother and I only see my mother once or twice a year because she lives in Manila with her new family. At five, wala ko kabalo nga na rape na diay ko kay five years old pa man ko ato. Pero sige siya og balik-balik na incident sa akong mind hangtod karon.*

*Ang akong kuya-kuya (katiwala namin sa farm) gihagad ko niya sa likod sa among balay, akala ko maglalaro lang kami kasi wala noon si Lola pumunta man siya ng palengke. Sumama ako kay kuya pero ng nasa gitna na kami ng place B (mentioned a place) umupo siya at pinaupo niya ako sa harapan niya. Ng umupo na ako tinaas niya palda ko at parang hinawakan niya ang akin, hindi ko masyado maalala kong binaba niya talaga panty ko pero parang ang zipper niya naka open din. (crying)Tapos para kami nag siso, hinwakan niya ako ditto (pointing at her wais). Hindi ko na talaga maalala yon lang ang palaging bumabalik sa panaginip ko. – Kaye- 2<sup>nd</sup> year*

*(I grew up in a broken family, I lived with my grand mother and I only see my mother once or twice a year because she lives in Manila with her new family. At the age of 5, I had no idea that I was already raped because I was very young. However, the incident still recurs in my memory up until now.*

*A male caretaker of our farm, whom I treated like an older brother, invited me to go with him to the back part of our house. I thought, then, that we would only be playing because my grandmother was out in the market. When we reached the place (mentioned a place), he sat down and asked me to sit down atop him. As I sat down in front of him, he raised my skirt and touched my vagina. I could no longer vividly remember if he removed his underwear but his pants were already unzipped and open. (crying) Then we were like riding a seesaw and he held me here (pointing at her waist). I could no longer remember the exact incident but these images constantly recur in my dreams.)*

Kaye shared an atypical incident, she thought what happened was simply a show of affection. The realization about the incident took place after attending the VAW forum conducted by the researchers as part of the methodology of this study. The speaker's clear explanation of sexual harassment and rape confirmed her suspicion that she had been violated.

Violence Against Women (VAW) is a concept that a lot of people may have heard but is not fully understood in its specific forms. Indeed, the study has proven this to be true. Majority (76.3%) of the respondents heard about VAW but 26.7% of them do not really know what it truly means. Although 73.02% of USEP students claimed to have heard of VAW, ironically 32.09% admits not knowing what VAW is and 23.66% of ADDU students claim the same opinion. A little more than one-third or 35.5% of the total number cannot identify any specific form of VAW.



The FGD discussions affirmed the survey data showing that the respondents have heard of VAW but they have limited understanding on what it really means. The following are their wide-ranging definitions on what VAW is:

- Pang-aabuso sa kababaehan (Abuses inflicted on women)
- Maltreatment against women
- Violation of the rights of Women
- Discussion of women's rights
- Something done to a woman that is against her will
- Inferiority of women
- Weakness of women
- Abuse of power of men
- Violence
- Verbal Harassment
- Physical Harassment
- Discrimination
- Deprivation of rights
- Abuse
- Underestimation of women
- Degradation of women's dignity

Records from various key institutional offices of the universities would show that reports of violence against women have been filed but women do not treat most of which as a form of abuse. Although more than half of the respondents, 69.2% of ADDU and 56.28% of USEP students declare to know what VAW means, their definition of VAW above clearly explains the reason why 37.13% of the respondents do not know any form of VAW. This is supported by the result that says 25% of the respondents do not believe that slapping is a form of violence. In one of the FGDs a respondent justified the physical harm inflicted by her boyfriend as a sign of jealousy and love.

*Naa lang gyud seloso na lalaki, kay ang akong uyab sobra gyud ka seloso. Matingala na lang ko kay saputon og manghapak. Kadtong kami na lang duha, gipangutana nako ngano iya ko gihapak mao nako nahibal-an nga dili siya ganahan bisag asa daw ko mag-adto og maski kinsa lang daw ako kauban. Gusto niya pagkatapos klase kami na ang uban love lang gyud siguro ko niya.*

*(There are men who are just jealous types because my boyfriend is an extremely jealous one. There are instances when I get surprised because he would just wear a long face or slap or hit me out of nowhere. When were were alone, I inquired why he hit tme and*



*he reasoned out that he dislikes if I go to places and be in the company of other men. What he wants is that after class, we will go together. Maybe, he just loves me.)*

On the deprivation of financial support almost a quarter of the respondents (23.9%) consider this not a form of abuse. A slightly higher number of ADDU students (34.20%) believe this while a lower rate (31.16%) of USEP think the same way. Interestingly, majority of them believe that use of foul language (85.4%), infidelity (75.6%) and forced sex (95.9) are all forms of abuse. A respondent even consider VAW within the family as a normal scenario at home. When asked what she did when she experienced VAW she shared:

*No big deal, it is part of life. Though I was hurt, it was sort of a family problem only.*

VAW according to the United Nations Secretary General Kofi Anan, is perhaps the most shameful human rights violation because it knows no boundaries of geography, culture or wealth. Indeed, it can happen anywhere, in any environment even inside the very homes of our own families. More than a quarter or 28.7% of the respondents know someone at home who experienced some forms of VAW, 53.97% of their number are students of USEP while only 46.03% from ADDU. Some or 69.95% of them are inflicted in physical forms, a lesser rate (47.62%) experienced verbal and Psychological (26.19%) abuse while 25.4% reported sexual abuse also happens in the home (please refer to table 3). Jane, the graduating student who was physically abused by her family, confessed her shock on the parenting styles her parents employed to her and to her siblings while growing up.

*Wala ko kabalo na pwede diay ang VAW sa family. I thought sa eros love lang na siya. Pwede diay ang parents....(I am not aware that VAW can be present in the family. I thought it only happens in romantic relationships. Parents can also be subject to it.*

**Table 3: Knowledge on VAW**





Variables	ADDU (n = 224)		USEP = (n = 215)		Total (n = 439)	
	freq	%	freq	%	freq	%
1 Have heard of VAW	178	79.46	157	73.02	335	76.31
2 Know what VAW is	171	76.34	146	67.91	317	72.21
3 Know any form of VAW	155	69.2	121	56.28	276	62.87
4 Is slapping a form of VAW	173	77.23	155	72.09	328	74.72
5 Deprivation a form of vAW	146	65.18	148	68.84	294	66.97
6 Use of foul language a form of VAW	194	86.61	181	84.19	375	85.42
7 Infidelity a form of VAW	179	79.91	153	71.16	332	75.63
8 Is forced sex a form of VAW	216	96.43	205	95.35	421	95.9

Specifically, some of the respondents reveal that they are forced by their parents to take up the course other than what they wanted a number of them are from ADDU (17.41%) while a lower figure (10.7%) are from USEP. However, a higher number of USEP respondents (16.28%) feel that they are deprived of any financial support by their parents while only 9.8% of ADDU students feel the same way. A much higher number of USEP students (23.72%) are also forbidden to see their friends, it is usually their mother (53.26%) and father (40.22%) who forbid them to see their friends. Of the 54% who revealed to have been hit by someone 50.21% of which were inflicted by their mothers while 37.97% were coming from their fathers (refer to table 4). In the Focus Group Discussion, a student who witnessed the sad experience of her classmate narrated how the father of her friend harmed and humiliated his daughter in public.

*Gilaparo ang akong classmate sa iyang papa in public kay ang uyab sa akong classmate jeepney driver. Nasundan man siya sa iyang papa mao giguyod siya og gilaparo tapos gisumbag sa tiyan. Pagsulod niya sa school daghan kaayo siya og pasa og dili lang to siya kaisa nahitabo kay nahuli pa man siya sa iyang papa nga wala misulod sa iyang klase.*

*(My classmate's father slapped her in the face in public for having a relationship with a jeepney driver. Her father followed her around and so she was dragged and slapped on the face. Then, she was also punched in the stomach. When she attended classes, there were bruises all over her and it did not only happen once because her father also learned that she skipped classes.)*



VAW is also a reality that defines the contours of the respondents' neighborhood. Almost half or 49% revealed that they heard of VAW among their neighbors and 54.4% of them know someone in the neighborhood to have experienced some forms of abuse. Although 50.7% of USEP respondents admitted of hearing VAW in the immediate neighborhood, a higher rate of ADDU students (59.38%) declared to know someone in their neighborhood who has experienced VAW. Most of the forms of abuse they knew of that were inflicted upon their neighbors were physical (82.43%), verbal (49.37%), psychological (28.45%) and sexual (29.29%). In one of the FGDs, a student shared the story of her friend who was also her neighbor. She narrated how the neighbors knew the violent experiences of her friend that was inflicted by her father and uncle.

*Ang among silingan gi rape sa iyang papa og sa iyang uncle. Kahit classmate niya sa school hindi makapaniwala na victim siya ng rape. Kami na mga kapit-bahay ang nakaalam kasi once na ginarape siya ng father niya pinapalakasan ang music at sounds sa bahay nila. Tapos nagasigaw siya at akala ng father niya gusto niya ang ginagawa sa kanya. Tapos nalaman namin na mga kapitabahay at sinumbong sa barangay captain.*

*(Our neighbor was raped by her father and uncle. Even her classmates could hardly believe that she is a victim of rape. Only the neighbors are knowledgeable about it because everytime she is raped, the volume of the music coming from their house is increased. Then, she would scream and her father would think that she liked what he was doing to her. But we learned that the neighbors reported the incident to the barangay captain.)*

The school which is ideally an avenue where values are being taught under the regime of truth, justice and freedom is not spared from incidence of violence committed against women. A large number or 44.9% of the respondents know someone in school who has experienced some forms of violence and a slightly higher number (46.01%) have heard of VAW in school. In both situations a higher number of ADDU students have heard of VAW (51.34%) and know someone in school who has experienced VAW (45.98%) compared to USEP with 40.47% and 43.72% respectively. Most of which are physical in nature (68.02%) seconded by verbal (50.76%) and followed by sexual (36.04%) and psychological (24.87%). Notably, a higher number of ADDU students (71.84%) know someone who experienced physical violence while in terms of verbal abuse a greater number of USEP respondents



(58.51%) know a verbal abuse victim. Almost one-third or 31.7% of the total number of respondents have experienced being humiliated by their teachers in front of the class and majority of them are from ADDU with 64.03%. It is also worth noting that 29.8% of the respondents heard of someone in school who is engaged in prostitution, one of the forms of exploitation of women. More than half of those who know someone are from ADDU (54.19%) and 45.80% are from USEP.

It is a given assumption that the school should prepare children to function as well-adjusted, productive adults in a competitive society. The teachers are viewed as persons in authority and suppose to be models of the adolescents who are still searching for identity and who are searching opportunities to explore. In the survey conducted a respondent note down the humiliation she experienced in class that was initiated by her teacher.

*I experienced VAW verbally, I was insulted but I neglected it. I did nothing because she was older than me and she was my teacher.*

Inversely, violence is conceptually explored not only from the end view of the victims but also of the perpetrators. The fact that majority of the respondents have inflicted violence upon another person translates conversely to the number of victims that fell prey to their abusive conduct. Table 4 shows that almost the same number of respondents from both schools have experienced hitting someone, 51.63% from USEP while 50.89% from ADDU. Most of those whom they hit are their male friends (40%), their brothers (27.56%) and sisters (28%), a few dared to hit their parents (8.4% father and 13.78% mother).

*Cathy, the single mom, shared how she retaliated to the physical harm her boyfriend did to her.*

*Hindi niya kasi alam na nag karate lessons ako bago naging kami. Kaya nang sinontok niya ako sinipa ko rin siya at sinontok ko rin. Kaya dugoan din siya pagkatapos ng away namin.*

*(He did not know that I had martial arts lessons before we were together. So when he punched me, I kicked and punched him in return. He was oozing with blood our fight.)*



The survey result also showed that the respondents who have been victims of various forms of VAW tried to take revenge as a means to retaliate and ease the pain they have experienced. A number of them put in writing the following means they have done:

*I was almost raped. But then I fought back and I defended myself to save my life and my virginity.*

*I fought back, I slapped him, kicked him and even punched him...*

A great number or 76.5% of the respondents were insulted mostly by their male friends (45.54%), they in turn admitted to have insulted someone. Interestingly, a number of the USEP students who insulted someone (78.6%) were insulted in return (60%), these rates are slightly higher compared to ADDU students with 74.55% who confessed to have insulted someone and 56.25% who were insulted in return. More than half or 58.1% insulted in various ways mostly their female friends ( 52.55%) and male friends (49.02%) and family members (13.33% of their brothers and 11.37% of their mothers). Some (10.98%) confessed that they have also insulted even their teachers. A respondent wrote:

*When I was insulted by our principal, I insulted her in return to let her know that anybody has no right to insult a person easily because we are all equal.*

Threatening someone is also a form of psychological abuse against a person. A little more than a quarter or 27.8% of the respondents said that they have been threatened by someone, 37.5% of this number is from ADDU while only 17.67% from USEP. Conversely, a little more than a quarter (26.4%) of the respondents have threatened someone in their lives. A higher number of USEP respondents have threatened someone (28.37%) while only 24.55% of ADDU students claim to have done the same. Interestingly, the respondents have identified the same order of persons who have threatened them and whom they have threatened, their male friends rank first, followed by female friends, sisten, father and mother. While 16.9% revealed that they have been harassed mostly by their male friends (28.37%), they in turn generally did not harass anyone (95.68%). Most of those who have been harassed are from



ADDU (63.5%) while only 36.49% from USEP. Few or 4.8% were forced to watch obscenity mostly by their male friends (38%).

Stalking is also a condition which creates a hostile environment which impedes the free movement of a person. Hence, a form of psychological violence. Few ore 27.1% of the respondents said that they have experienced being stalked by someone almost the same number of ADDU (26.79%) and USEP (27.44%) students admitted this.

Adolescence is a stage where young people explore romance through engaging in an intimate and dating relationship. A large number or 54.2% have been in a relationship while 34.2% are currently in a relationship. Of those in a relationship, 40.5% professed that their partners have been faithful to them while only 19.2% have never been faithful to their relationship. When asked if they are also faithful to their partners, 49.9% of them said yes.

On the other hand, 7.3% experienced having sex already with 68.75% of them having been forced by their partners to engage in sex. From those who have experienced sex, a higher number of students from ADDU have experienced having forced by their partners to have sex (77.25%). However, a much higher number of USEP students admitted to have forced their partners to have sex with them. Interestingly, 34.38% of those who have sex admitted that they have also forced their partners to have sex with them.

#### **Table 4: Have heard of VAW**



Variables	ADDU (n = 224)		USEP = (n = 215)		Total (n = 439)	
	freq	%	freq	%	freq	%
<b>Heard of VAW in immediate neighborhood</b>	106	47.32	109	50.7	215	48.97
Know someone in neighborhood who has experienced VAW	133	59.38	106	49.3	239	54.44
Ways on how VAW was inflicted (multiple response)	ADDU (n = 133)		USEP (n=106)		total ( n =239)	
Physical	114	85.71	83	78.3	197	82.43
Verbal	65	48.87	53	50	118	49.37
Psychological	37	27.82	31	29.25	68	28.45
Sexual	33	24.81	37	34.91	70	29.29
	ADDU (n = 224)		USEP = (n = 215)		Total (n = 439)	
	freq	%	freq	%	freq	%
<b>Heard of VAW in school</b>	115	51.34	87	40.47	202	46.01
Know someone in school who has experienced VAW	103	45.98	94	43.72	197	44.87
Ways on How VAW was inflicted (multiple response)	ADDU (n = 103)		USEP = (n = 94)		total (n = 197)	
Physical	74	71.84	60	63.83	134	68.02
Verbal	45	43.69	55	58.51	100	50.76
Psychological	22	21.36	27	28.72	49	24.87
Sexual	29	28.16	42	44.68	71	36.04
	ADDU (n = 224)		USEP = (n = 215)		Total (n = 439)	
	freq	%	freq	%	freq	%
Humiliated by the teacher	89	39.73	50	23.26	139	31.66
Heard someone in school who is involved in prostitution	71	31.7	60	27.91	131	29.84
<b>Know someone at home who has experienced VAW</b>	58	25.89	68	31.63	126	28.7
Ways on how VAW at home was inflicted (multiple response)	ADDU (n= 58)		USEP (n=68)		total (n=126)	
Physical	39	67.24	48	70.59	87	69.05



Verbal	30	51.72	30	44.12	60	47.62
Psychological	19	32.76	14	20.59	33	26.19
Sexual	11	18.97	21	30.88	32	25.4
	ADDU (n = 224)		USEP = (n = 215)		Total (n = 439)	
	freq	%	freq	%	freq	%
Forced by parents to take up the course they do not want	39	17.41	23	10.7	62	14.12
Deprived by financial support	22	9.821	35	16.28	57	12.98
Forbidden to see friends	41	18.3	51	23.72	92	20.96
Person who forbids to see friends	ADDU (n= 41)		USEP (n=51)		total (n=92)	
Teacher	1	2.439	0	0.00	1	1.01
Father	12	29.27	25	49.02	37	40.22
Mother	17	41.46	32	62.75	49	53.26
Sister	2	4.878	3	5.882	5	5.435
male friend	9	21.95	2	3.922	11	11.96
Female friend	7	17.07	2	3.922	9	9.783

## Forms of VAW experienced

*Cathy grew up without a father, at two, her father died due to illness. When she was 16, her mother introduced her new boyfriend to Cathy and her brother. He was trusted by Cathy's mother that he was allowed to send and fetch the kids to school.*

*At 16, Cathy was a beautiful young woman. One day, her mom's boyfriend fetched her from school but instead of taking her home she was taken to a place far from their house. Cathy was puzzled and asked "tito, bakit po pumunta tayo dito?(Uncle, why did we go to his place?)" "Magpapahangin lang tayo dito (We will just have some fresh air)" was the reply she got. While talking to her, he started touching her face and her body. Cathy resisted but he told her to keep quiet and he continued caressing her. She was raped. She told the incident to her grandfather but he didn't believe her. "Naku gumagawa ka lang ng storya, ayan kasi nanonood kayo ng bold kaya ano-ano na ang iniisip nyo (You are making up stories because you have been viewing too much bold movies)".*

*But it happened again. On the third time she was raped, it happened while the entire family had a beach party. Cathy was in the shower alone when her uncle followed her to the bathroom and raped her. After the incident, her behavior changed and she has been having nightmares. The change in behavior and her continuous crying prompted her mother to inquire why she has been crying and they filed a case against her tito.*



*Cathy left for the States to continue her studies. Upon her return last 2000, she met Jay (not his real name) through the net. They chatted for a week and she fell in love with him. In their first meeting they had sex. Cathy thought it was going to be a happy relationship that would last long but she was wrong.*

*Jay was an internet attendant, his meager income could not afford him to buy decent clothing nor luxurious food. While in the relationship, all the expenses were shouldered by Cathy. She did not take it against Jay, "I understand his situation" has been cathy's constant defense. However, the abuse escalates to a different level. Jay, demands that they try the sexual positions he has seen on the Internet. If Cathy refuses, Jay slaps and hits her that often lead to her forced sex.*

*After three years in the relationship Cathy and Jay decided to have a baby so as to coerce Cathy's family to accept Jay as her husband. However, while pregnant Jay had sexual relationships with other women. "Hindi mo kasi makayang ibigay ang pangangailangan ko kaya naghanap ako ng iba (Since you could not fulfill my needs, I decided to look for other women)." Upon giving birth cathy stopped schooling to take care of the baby and her husband. However, Jay's philandering did not happen once, it happened three times.*

*In one instance, Cathy caught Jay on the act with another girl on their own bed. Cathy confronted again Jay "Hindi pa ba ako sapat? (Am I not enough for you?)" and threatened to leave him. However, Jay shouted back "wala ng papatol sa iyo kasi marumi ka! (Nobody is going to have a relationship with you. You are filthy)." When she confronted Jay, he asked forgiveness and understanding and was forgiven "mahal ko kasi siya kaya naiintindihan ko siya (I love him that is why I understand him)."*

The ecological model of violence shows that violence is a complex problem that is rooted in the interaction of many factors. In general, youth violence involved a wide range of oppression acts. World Health Organizations's 2002 report showed that young women who are victims of violence are subjected to multiple forms and acts of violence. The survey data demonstrate that the respondents know, heard and some have experienced different forms of violence from physical, psychological, emotional, verbal and even sexual abuse at home, in school, community and with their intimate partners.

## **A. Physical Violence**





Physical abuse happens when there is a pattern of physical assault and threats used to control the woman. It includes punching, hitting, choking, biting and throwing objects at her, kicking and pushing and using a weapon such as a gun or a knife (Felix and Dela Paz-Ingente, 2003). This form of abuse is not unique to the adult women and children VAW victims alone, the female adolescents have identified several persons who have inflicted them physical pain. More than half (53.99%) admitted that a member of the family has hit them, almost the same rate (50.21%) disclosed that their mother had hit them while 37.97% confessed being hit by their father, sisters (10.55%) and brothers (15.19%). The physical cruelty of parents towards their children is often misconstrued as a method of instilling discipline and an expression of filial love.

Jane, a graduating student who had experienced physical brutality from family members, shared the haunting practice her father did to her and to her siblings while growing up.

*Para daw ma-disciplina daw mi mag-igsoon naa mi weekly session sa akong papa na ginatawag niya na WACKING. Kay sige daw mi og pabadlong ginapapila mi og bunalan. Usahay papilion mi kung unsay ibunal sa amoa.*

*(As a form of discipline for me and my siblings, my father would engage us in weekly sessions which he calls "wacking". According to him, we had been causing trouble so he made us line up and beat us up. At times, he would make us choose which element he would use to beat us.)*

Aside from instilling discipline some parents used physical violence to encourage their daughters to study. In another FGD, a student shared her unforgettable experience while in High School.



*Ang aking mother, kahit sakit na kaayo ako ulo at naga-iiyak na ako sa kakaaral, gusto niya 1<sup>st</sup> honor pa rin ako. Hindi ako masyado nakapaglaro while growing up kasi dapat mag-study agad sa pagdating ng bahay. May nakahintay na tukog pampalo para talaga mag-study ako.*

*(My mother coerces me to be first honor eventhough I had headaches and would be crying due to too much studying. While growing up, I could no longer play because I was compelled to immediately study after my classes. She would prepare a broomstick just so I would study.)*

Aside from family members, the respondents have identified several individuals who have physically harmed them. Majority (87.76%) has identified only one person while 7.59% named at least four persons who have physically hurt them. Among them were male friends (17.33%), female friends (16.88%), uncles (3.376%) and aunts (.84%). Physical violence inflicted was initially understood as an expression of love. Some of the respondents confessed:

*My mother slapped me before, but it was my fault. –2nd year Student*

*My mother used to spank and hit me in the face. Sometimes I do nothing but sometimes I fight back. When my mother beats me, I just keep quiet. It is a form of love.  
– 1<sup>st</sup> yr student.*

In one of the FGDs, a respondent confessed having an intimate relationship to a possessive male friend that often results to physical violence.

*Possessive kaayo akong uyab, magselos siya sa akong mga friends lalo na sa male classmates ko kaya kadalasan mag-aaway kami. Pero siguro love lang talaga niya ako kaya nagseselos siya.*

*(My boyfriend is very possessive. He gets jealous with my friends and male classmates so we end up arguing a lot. I think he just loves me that is why he gets jealous always.)*

In the same FGD, another respondent shared the confession of her best friend who persists in a relationship with an abusive male friend due to financial reasons. This reinforces the theory that women have difficulty to leave a violent relationship due to economic reasons.



Although true to most married couples, this study proves that the same holds true to non married relationships.

*Kadtong akong classmate, gina-abuso siya sa iyang uyab. Nakit-an gyud nako na physically og emotionally gina-abuso siya sa iyang uyab unya daghan siya bruises pag-magskwela. Pero gina-take advantage lang pod daw niya ang guy kay bisag ginapasakitan siya, anytime mahutdan daw siya og kwarta mag-provide man ang guy. Pero kadtong kaisa pag-gawas namo sa gate natingala ko kay mitago siya sa akong likod pero miduol gihapon iya uyab og gilabnot siya tapos gidala sa kotse og gikumot diri (pointing the waist) og gidukol pa gyud niya kay murag mitubag man ang akong classmate.*

*(One of my classmates has been physically and emotionally abused by her boyfriend. I actually witnessed the battering and she would attend classes with bruises all over her. However, she is just taking advantage of the guy because she can always count on him for financial support. One time, while we were on our way out of the campus, the guy grabbed her and brought her to his car. He grabbed her and hit her head with his hand because according to the guy, my classmate answered back.)*

In another FGD, an adolescent single mother who is cohabiting with her male partner imparted that the financial support his boyfriend is giving to her child is the reason why she remains in the relationship.

*Kadtong wala pa ko mabuntis mas-grabe ang kulata na akong nadawat kay ma-blackeye gud ko usahay og daghan ko pasa. Kung mag-away ko gintawag sad ko niya og bitch pero ginatiis lang gyud nako kay pag-graduate nako kung kaya na nako sustentohan akong anak biyaan na nako siya. Lisod man gyud kaayo ron kay graduating nako mao antos sa.*

*When I was not pregnant yet, I was abused physically. I would have black and blue rings around by eyes and have bruises all over me. Everytime we fight, he would call me "bitch" but I decided to stay in the relationship until the time I graduate. Then after graduation and if I can sustain the needs of my child, I will leave him. It is difficult to leave him now because I am graduating soon so I will suffer for the meantime.*

These physical assault and threats used to control women also subject the women to verbal abuse that may escalate to emotional and psychological abuse.

## **B. Verbal Abuse**



It is interesting to know that the perpetrators of VAW to adolescents are not solely men. The source of verbal abuse experienced by the adolescents came from male and female classmates, friends, teachers, relatives and members of the family. The survey result reveal that 31.66% of the students have experienced humiliation by the teachers inside the class, a number have experienced being threatened by male friends (33.07%), female friends (27.049%), father (13.115%), mother and sister (12.295%) and by their brothers (10.66%). A respondent marked the questionnaire stipulating:

*Nainsulto ako ng teacher ko noon. Wala akong magawa teacher siya, pinabayaan ko nang lang. (My teacher insulted me in the past. I cannot do anything because he/she is my teacher so I just let it pass.)*

The respondents confessed that the pain caused by verbal abuse lingers more than the physical injuries received from perpetrators. Cathy, the 4<sup>th</sup> year single mom, shared how the demeaning words haunt her.

*Ginasultihan ko sa akong boyfriend na kong wala siya wala daw ko, ginalait-lait ko niya. Kinsa daw mokoha sa ako kung makipaghiwalay ko na siya lang man daw makasabot sa ako.*

*(My boyfriend often tells me that if it were not for him, I would be nothing. He insults me. According to him, who would take me as a lover if I will break up with him when he is the only one who can understand me.)*

In the FGD discussion, a participant confessed how her relative offended her for choosing a course they do not like.

*Ang akong uncle nahibalo nga \_\_\_\_\_ (a course was mentioned) ang akong gikuha nangutana kung unsaon daw nako ang diploma nga dili man daw na nako madala sa kama.*

*(My uncle learned about my course and he asked me if what would I do with the diploma when I cannot bring that course to bed.)*



In the same discussion, another respondent shared the difficulty of living with relatives who unceasingly monitor all her behavior and who usually utter humiliating statements.

*Ingon akong aunti kong kapuy nako mo-uli kay gikan sa klase nga basig buntis daw ko kung magsuka suka ko usahay. Bisag wala sila kabalo nga dagaton ko magbyahe, insultohon na dayon ko kay basig naa daw koy laki nga wala nako ginadala sa balay.*

*(My aunt would tell me that I might be pregnant because I would throw up after school. She did not know that I get nauseated when I travel. She would insult me and insinuate that there might be a man whom I have not brought to the house.)*

The FGD and IDI data show that when a victim is subjected to verbal abuse it may continue to other forms of abuse such as emotional and Psychological abuse. Jane, the graduating student who was a VAW victim by her family said.

*Kasagaran mag-uban man gyud ang physical og verbal abuse tapos kung sige na siya ginasulti sa imo ma-absorb og masakitan sad ka sa imong emotions. Unya kay sige na siya ginabuhat nagabalik-balik sa imong mind mao pagtoo nimo tama sila og ingon ana ka.*

*(In most cases, physical and verbal abuses are inseparable. Whatever verbal abuse is being inflicted on you, there is a tendency that what is being said to you gets absorbed unconsciously and will hurt you and affect your emotions. As the verbal and emotional abuses become habitual, you will get to think that what they have been telling you is right.)*

### **C. Emotional**

Fear and misconception were the dominant reasons why the adolescents were defenseless against their perpetrators. The fear of losing the lover whom they love, the fear of ending their relationship with their intimate partners, the fear of taking the blame if something happen to their partners and the fear of losing one of the sources of economic support to



sustain their studies. This fear help forced the adolescents to submit themselves to emotional violence.

Joy, the sophomore who considers herself naughty, relayed how her intimate partner blackmailed her.

*Nakig-bulag ko sa akong boyfriend pero gi-threatened ko niya na magpakamatay siya kong bulagan nako. Wala nako mabulagan kay basig ako ang sisihon sa pamilya.*

*(I broke up with my boyfriend but he threatened to commit suicide if I continue with the break up. So I did not break up with him for fear of being blamed by his family.)*

Cathy, the single mom who was sexually abused, admitted how her fear for her son to grow up without a father prolonged her relationship with her intimate partner.

*I grew up without a father at mahirap na walang father figure while growing up kaya ayaw kong maranasan yan ng anak ko lalo na at lalaki siya. Kahit na nahuli ko na siya ng ilang beses with another girl ang isa nahuli ko pa sila on the act sa aming kama tinitii ko iyon dahil ayaw kong mawalan ng tatay ang anak ko. Kung nag-aaway kami sinasabi niyang may pagkukulang daw ako sa kanya lalo na ng buntis ako dahil matagal nag-heal ang wound ko he looked for another sexual partner dahil hindi ko daw kaya ibigay ang panganga-ilangan niya.*

*(I grew up without a father and it is difficult to be in that situation. Because of that, I do not want my child to experience growing up without a father, especially so that he is a male. Even as I caught my husband engaging sexually with another woman, I let it pass because I do not want my son to lose a father. Whenever we argue, he would often accuse me of not fulfilling his needs especially when I got pregnant and my wounds did not heal immediately. So he looked for another woman because I could not answer his needs.)*

Cindy, the sophomore who has been abused by her past boyfriends, questioned herself whether sex is indeed the ultimate expression of love. All her boyfriends have been asking it from her and they threaten to leave her if she does not give in. She relayed:

*Short term lang talaga masyado ang relationship kung walang sex. Bakit di kami nagtatagal kung walang ganun? Yong teacher ko na Ex sabi ko sa kanya hindi ba magpatuloy ang relationship natin kung walang ganyan? Gisabihan talaga niya ako na "di mo man kasi alam ang pangangailangan ng lalaki", kaya sinagot ko siya ano pala ako sex Slave?*



*(If there is no sex in a relationship, it will not last. Why did we not last if there was no sex? I asked my ex-boyfriend who is a teacher if our relationship would not last if there was no sex and he replied that I do not seem to know the needs of a man. So I retorted, "Am I a sex slave?.")*

#### **D. Psychological Abuse**

The use of various tactics to isolate and undermine a woman's self esteem causing her to be more dependent and frightened of the batterer affects her mental capacity. This situation is not only true to married women but also to adolescent females who are very much dependent to their families and who are very vulnerable to their peer's influence.

The survey result imparted that 33% of the respondents do not know that deprivation and withholding access to money by their parents is a form of psychological violence. Furthermore, a little more than a quarter (27.79%) have experienced being threatened and stalked which greatly affects the adolescent's emotional and intellectual functioning. The FGD and IDI result show that this form of violence takes place within the home and school, which are institutions that should have been providing care and safety to children and adolescents.

Gay, the only child who loved her parents so dearly, admitted how her father stole her savings and sold her cellphone to buy drugs.

*Si papa kung makakwarta kay ihurot ra niya sa inom og sugal unya kami ni mama magkabu-ang og pangita og kwarta para kaonon og para ibayad sa tuition. Kadtung kaisa akong gi-away si Papa kay gi-buak niya ang akong alkansiya kay gipalit og gamit (drugs) niya, gibaligya pa gyud niya akong cellphone para sa iyang bisyo.*

*(If my father has enough money, he would consume everything in drinking sprees and gambling while my mother and I would suffer looking for funds to buy our food and pay for my tuition. There was an instance when I quarreled with my father because he broke my piggy bank and used the money to buy illegal drugs. He also sold my cellular phone for his vice.)*



Cathy, the single mom, confessed that her studies have been taken for granted for sometime due to the stalking she has been doing against her boyfriend and his other girl friends. She shared:

*Nakita ni Ma'am \_\_\_ (mentioned a name of the teacher) ang boyfriend ko na may kasamang iba at sinabihan niya ako. Kaya naging suspicious ako at sinubukan kong hulihin sila on the act talaga, kaya I figured out a plan at nag-pretend akong may practice ang choir sa Church at sinabi kong late akong uuwi pero maaga kaming natapos at ng umuwi ako kasi nakatira lang man kami sa itaas ng internet café namin nagtaka ako ang mga tauhan namin nagulat din. Pinagbawalan pa nila akong umakyat sa kwarto dahil baka daw masaktan lang ako. Lyon nahuli ko on the act with a student from another school nakapatong pa siya sa tatay ng anak ko ng mahuli ko.*

*(My teacher informed me that she saw my boyfriend with another girl. I became suspicious and tried to catch them doing the sexual act. I devised a plan and made him believe that I would be attending a choir practice and that I would be home late. When I got to the place where we rented (at the second floor of our internet café), I was surprised when our household people prevented me from going to our room because I might get hurt. So I caught the father of my child having sex with another woman from another school.)*

## E. Sexual Abuse

Young Adolescent Filipino's Survey revealed that a number of Filipino adolescents are actively involved in pre-marital sex (PMS). Their early involvement in PMS makes them more vulnerable to more life threatening issues such as violence. The survey result show that 7.3% of the total number of respondents has experienced sex and 68.75% of them admitted having been forced by their partners to engage in sex. When probed during the FGD, the respondents elucidated that their male partners often asks sex as the ultimate sign of their love. Refusal to sex often result to threats and physical harm.

Cindy, the 2<sup>nd</sup> year who was very close to her family, confessed how much she regret her upsetting coital debut.





*Ang second boyfriend ko ang di ko makalimutan kasi siya yong naunang nakaganon (making an action thru her fingers) sa akin. Di ko iyon ginusto, nakakainis siya dahil yon ang basehan niya ng love ko. Kung maibigay ko yon, love ko daw siya, so nagpayag ako that time kasi love ko talaga siya. Ilang beses niya akong pinilit kahit ayaw ko. Ganon din ang nangyari sa third at fourth boyfriend ko, kong ayaw ko sisigawan ako at sasaktan.*

*(I cannot forget my second boyfriend because he was the first one who did this to me (making an action with her fingers). I did not consent with the act. I got irritated because that was his basis of my love for him. If I give in to his urges, that would mean I love him, so I gave in to request because I really loved him at that time. There were a lot of instances when he would force me to make love with him even if I did not like it. The same thing happened to my third and fourth boyfriends. If I do not consent to the act, they would shout at me and hurt me.)*

Cathy, the single mom, gave the same reason when she met the father of her son through the Internet.

*Nakilala ko ang first boyfriend ko through the net, one week kami sige chat tapos nagkita kami, after a week naging palagi ang pagkikita namin at wala sa consciousness namin na ginawa namin yon (sex). Pero mahal ko talaga siya that time, ginawa ko ang lahat ng effort to express to him yong love ko. Kung minsan ginagawa pa namin ang mga nakikita niya sa internet, kung ayaw ko sa position na iyon dahil mahirap at masakit pipilitin niya ako kaya pumapayag ako.*

*(I met my first boyfriend through the internet. We chatted for one week and after having seen each other for another week, we did not realize that we had sex. But I love him at that time so I did everything to express to him my love. Sometimes we would do the things he would see in the internet. If I do not like the position he wants because it is difficult or that it hurts me, he will force me to do it so I will also give in.)*

Sexual persuasion, enticement or coercion to engage in sexual intercourse did not take place within the intimate relationship alone. The in-depth interview with the adolescent victims revealed that some of the members of their family sexually abused them too.

Cathy, the single mom, recalled that her coital debut was not with the father of her son but with the boyfriend of her mother who almost become her stepfather.

*Malaking babae talaga kasi ako, noong 16 pa ako parang early twenties na ang built ko, once may pinakilala si mommy na boyfriend niya at naging close kaming dalawa ng*



brother ko sa kanya. Siya ang naghahatid at nagsusundo sa amin sa school. Minsan, sinundo niya ako pero hindi namin sinundo ang brother ko kasi nauna na daw sa bahay pero dinala niya ako sa place A (mentioned a place), nagtanong ako kong bakit nandoon kami sabi niya para lang daw mag relax pero hinawakan niya private parts ko. Tinanong ko siya bakit ang sabi niya ganoon daw siya magmahal sa step daughter niya pero when she started kissing me I resisted and cried, that was why he stopped. I tried to tell my tito about it but he did not believe me akala niya gawa-gawa ko lang dahil nga nanonoond kami ng mga pinsan ko ng bold movies paminsan minsan. However, it did not happen once only. When the entire family was in a beach he followed me at my room in our cottage and I was raped. Pinapasok pa niya ang bote ng coke sa akin (referring to vagina) pero kahit masakit hindi ako makasigaw dahil may nakatakip sa mouth ko. He threatened me not to tell anyone or else papatayin daw niya si mommy. Sinabi ko lang ang nangyari nang mahuli ako ni mommy na grabe ang iyak ko at tinanaong niya ako kung bakit kaya sinabi ko at umiyak siya at pinaniwalaan ako, bakit daw di ako nagsumbong sa kanya. Kaya iyon nag-fiel kami ng case.

(When I was 16 years old, I had a big body built and looked like I was in my early twenties. My mother once introduced me to her boyfriend and my brother and I immediately got close to him. He would bring us to school and fetch us. One time, he fetched me alone because my brother was already at home at that time but he brought me to place A (mentioned a place). I asked him why we ended going to that place and he just said that we would only relax. He started to hold my private parts. I asked him why he was holding me in those areas, he reasoned out that that is how he loves his stepdaughted. When he started kissing me, I resisted and cried, so he stopped. I tried to tell my uncle about it but he did not believe me and that I was just making stories because of the bold movies I have been watching. However, it did not only happen once. When the entire family was at a beach party, he followed me at my room in our cottage and I was raped. He inserted a bottle of cola in my vagina (referring to her vagina) but even if it was painful, I could not shout because my mouth was covered. He threatened me not to tell anyone or else he will kill my mother. I only told my mother about it when she caught me crying hard. My mother cried and believed in me. My mother asked me why I did not immediately inform her. So we filed a case against him.)

Angel, the second year whose father is missing, shared that her brother also touched her breast and other private parts while sleeping. She refused to believe that her brother is capable of sexually abusing her.

Matingala ko nganong kung matulog na mi pirmi gyud motapad sa ako si brother C (name of her brother), tapad-tapad lang man gud mi walo ka magsoon matulog pero sa ako gyud na siya mosuksok. Kaisa nakamata ko kay murag naay naghikap hikap sa akong breast, paglingi nako siya pero piyong ang mata giwakli lang nako pero another incident nakamata ko na ang iyang kamot naa na sa sulod sa akong pajama mao gilingi nako siya pero piyong ang mata. Ang pinaka ka grabe kay kadtong na feel nako ang iyang penis sa akong back murag nababa man yata niay akong panty unya wala ko kabalo unsay buhaton. Murag gipasagdan ra sad to nako pero wala ra gyud madayon



*kay nilihok man ko. Siguro produkto lang na sa sige of tan-aw nila og bold sa barkada og unavoidable man gyud kong tapad-tapad matulog.*

*(I get surprised when everytime we would sleep, my brother C (name of brother) would sleep beside me despite being eight siblings in the family. All of us would be sleeping close to each other but he would see to it that he sleeps closest to me. At one time, I woke up because I felt that my breasts were fondled. When I woke up, I saw him touching me with his eyes closed so I let go of his hand. In another incident, I woke up with his hands inside my nightsuit. When I turned to him, his eyes were closed. The worst part was when I felt his penis at my back and he already managed to pull down my panty. I did not know what to do. I just ignored it but nothing happened because I was able to move. Maybe it is a by-product of his constant viewing of bold movies with his friends and it is really unavoidable if you sleep closest to each other.)*

The school is supposed to provide a safe atmosphere that is convenient for learning. Teachers are mandated to be educators who are to mold students holistically and not to be perpetrators of violence and abuse. However, the FGD and IDI data prove that sexual abuse and sexual demand may also take place in a teacher-student relationship.

In one of the FGDs, the students coming from different courses shared a common experience they had with an old teacher who is practicing a unique form of punishment for latecomers.

*Si Sir, magpapakiss or magpapa-bless kong late ka sa kanyang class. Lainan mi pero dili siya big deal sa amoa kay tigulang naman siya og sa amo man tanan. Pero kong paborito ka niya kay kiss gyud og duolon pa gyud ka sa lingkuranan kong mag-answer ka og hikap hikapon ang likod.*

*(Sir would ask us to kiss or bring his hand to our forehead whenever one is late in class. We do not like the feeling but it is no big deal because he is already old and he does it to all of us. However, if it is his favorite student, he would really kiss the student and even goes near her seat and touch her back while she is answering.)*

Ethics mandates that teacher-student intimate relationship is very much discouraged but this is not new at all. Although it is not documented, discreet observations confirm this evolving trend. It is not impossible to happen since students stay longer in school and look up teachers as persons in authority.



Cindy, the second year who was close to her family, admitted having an intimate affair with a teacher that made her madly in love and subjected her to multiple forms of abuse.

*Na-meet ko ang teacher kong boyfriend noong nag career factor kami, dahil kahawig siya ng kuya ko naging close kami at nabaling ang attention ko sa kanya kasi cool siya masyado. Noong pumunta ang BF ko sa Manila I was opening to him kung gaano ko ka-miss bf ko, akala ko naintindihan niya ako. The week after that he invited me mag-dinner daw kami tapos manood ng VCD sa bahay ng friend niya tapos may nangyari sa amin that time. Parang nabigla ako that time pero parang gusto ko rin tapos nagka-uyab na kami. Kung wala akong class at libre din siya pupunta kami sa bahay nila at doon namin gagawin. Pero kung ayaw ko nagagalit siya, paminsan minsan kasi gusto niyang gawin namin yong nakikita niya sa bold movies at kung ayaw ko magagalit siya at sasaktan ako. Ginapilit niya ako at hindi siya papayag na hindi namin gawin kasi bakit pa daw ako umaayaw ginagawa naman daw namin dati iyon (referring to sex). Noong sinubukan ko siyang hiwalayan tinakot niya akong ibigay sa parents ko ang sex video namin kasi hindi ko alam kinunan pala niya ng video yong ginagawa namin sa kwarto niya. Natakot akong ipadala niya sa parents ko kaya paulit ulit yon dahil may hawak siyang alas laban sa akin.*

*(I met by boyfriend-teacher when we had our career factor. He looked like my older brother and we got really close. My attention was drawn to him because he is a cool guy. When my boyfriend left for Manila, I opened up to him and told him how I miss my boyfriend which I thought he understood. The week after that, he invited to have dinner with him and that we would watch dvd at his friend's house. However, something happened to both of us. At first I got confused but in the process we become a pair. If I have no classes and he is free, we would go to his place and do the thing there. Sometimes, he would ask me if we could do the things he saw in bold movies and I would refuse. If I refuse, he would hurt me. He would often ask me to have sex with him and if I refuse, he would get mad why I would not do the thing when we had been doing it (referring to sex) in the past. When I wanted to break up with him, he threatened that he would give our sex video to my parents. I did not know that he took a video of our sexual act. I feared that he would send it to my parents so we would do the act often because he has something to threaten me with.)*

Adolescent victims of sexual abuse divulged that the first sexual intercourse with their partners subject them to succeeding sexual demands and coercion.

**Table 5: Forms of VAW experienced and inflicted**

Variables	ADDU (n = 224)		USEP = (n = 215)		Total (n = 439)	
	Freq	%	freq	%	freq	%



<b>Have ever been hit by someone</b>	120	53.57	117	54.42	237	53.99
Person who hit you	ADDU (n= 120)		USEP (n=117)		total (n=237)	
Teacher	4	3.333	4	3.419	8	3.376
Father	47	39.17	43	36.75	90	37.97
Mother	61	50.83	58	49.57	119	50.21
Brother	20	16.67	16	13.68	36	15.19
Sister	8	6.667	17	14.53	25	10.55
male friend	21	17.5	20	17.09	41	17.3
Female friend	16	13.33	24	20.51	40	16.88
uncles	6	5	2	1.709	8	3.376
Aunt			2	1.709	2	0.844
	ADDU (n = 224)		USEP = (n = 215)		Total (n = 439)	
	Freq	%	freq	%	freq	%
<b>Have ever hit someone</b>	114	50.89	111	51.63	225	51.25
Person whom you have hit	ADDU (n= 114)		USEP (n=111)		total (n=225)	
Teacher	1	0.877	4	3.604	5	2.222
Father	6	5.263	13	11.71	19	8.444
Mother	13	11.4	18	16.22	31	13.78
Brother	32	28.07	30	27.03	62	27.56
Sister	25	21.93	38	34.23	63	28
male friend	47	41.23	43	38.74	90	40
Female friend	27	23.68	33	29.73	60	26.67
	ADDU (n = 224)		USEP = (n = 215)		Total (n = 439)	
	Freq	%	freq	%	freq	%
<b>Insulted by someone</b>	167	74.55	169	78.6	336	76.54
Person who insulted you	ADDU (n= 167)		USEP (n=169)		total (n=336)	
Teacher	40	23.95	42	24.85	82	24.4
Father	24	14.37	16	9.467	40	11.9
Mother	33	19.76	26	15.38	59	17.56
Brother	11	6.587	12	7.101	23	6.845
Sister	7	4.192	21	12.43	28	8.333
male friend	91	54.49	62	36.69	153	45.54
Female friend	65	38.92	79	46.75	144	42.86
Uncle	3	1.796	6	3.55	9	2.679
Aunt	9	5.389	8	4.734	17	5.06
Classmate	1	0.599			1	0.298



	ADDU (n = 224)		USEP = (n = 215)		Total (n = 439)	
	Freq	%	freq	%	freq	%
<b>Whether they have insulted someone</b>	126	56.25	129	60	255	58.09
<b>Person whom they have insulted</b>	ADDU (n= 126)		USEP (n=129)		total (n=255)	
Teacher	15	11.9	13	10.08	28	10.98
Father	11	8.73	6	4.651	17	6.667
Mother	18	14.29	11	8.527	29	11.37
Brother	19	15.08	15	11.63	34	13.33
Sister	16	12.7	22	17.05	38	14.9
male friend	65	51.59	60	46.51	125	49.02
Female friend	61	48.41	73	56.59	134	52.55
Aunt	1	0.794	8	6.202	9	3.529
Classmate	1	0.794			1	0.392
<b>Have threatened someone</b>	ADDU (n = 224)		USEP = (n = 215)		Total (n = 439)	
	Freq	%	freq	%	freq	%
<b>Have threatened someone</b>	55	24.55	61	28.37	116	26.424
<b>Person whom you have threatened</b>	ADDU (n= 55)		USEP (n=61)		total (n=116)	
Teacher	5	9.091	2	3.279	7	6.0345
Father	3	5.455	7	11.48	10	8.6207
Mother	2	3.636	6	9.836	8	6.8966
Brother	6	10.91	6	9.836	12	10.345
Sister	9	16.36	8	13.11	17	14.655
male friend	21	38.18	25	40.98	46	39.655
Female friend	18	32.73	16	26.23	34	29.31
uncles			3	4.918	3	2.5862
<b>Have experienced being threatened</b>	ADDU (n = 224)		USEP = (n = 215)		Total (n = 439)	
	Freq	%	freq	%	freq	%
<b>Have experienced being threatened</b>	84	37.5	38	17.67	122	27.79
<b>Person who threatened them</b>	ADDU (n= 84)		USEP (n=38)		total (n=122)	
Teacher	11	13.1	1	2.632	12	9.8361
Father	12	14.29	4	10.53	16	13.115
Mother	13	15.48	2	5.263	15	12.295
Brother	5	5.952	8	21.05	13	10.656
Sister	5	5.952	10	26.32	15	12.295
male friend	31	36.9	10	26.32	41	33.607
Female friend	24	28.57	9	23.68	33	27.049



uncles	1	1.19	1	2.632	2	1.6393
Aunt	1	1.19			1	0.8197
	ADDU (n = 224)		USEP = (n = 215)		Total (n = 439)	
	Freq	%	freq	%	freq	%
<b>Have experienced being harassed</b>	47	20.98	27	12.56	74	16.856
Person who harassed them	ADDU (n= 47)		USEP (n=27)		total (n=74)	
Teacher	3	6.383	1	3.704	4	5.4054
Father	4	8.511	4	14.81	8	10.811
Mother	3	6.383	2	7.407	5	6.7568
Brother			8	29.63	8	10.811
Sister			10	37.04	10	13.514
male friend	11	23.4	10	37.04	21	28.378
Female friend	4	8.511	9	33.33	13	17.568
uncles	2	4.255	1	3.704	3	4.0541
Classmate	1	2.128			1	1.3514
	ADDU (n = 224)		USEP = (n = 215)		Total (n = 439)	
	Freq	%	freq	%	freq	%
Have harassed someone	11	4.911	8	3.721	19	4.328
Person whom they harassed	ADDU (n= 11)		USEP (n=8)		total (n=19)	
Father	4	36.36	2	25	6	31.579
Mother		0	1	12.5	1	5.2632
Sister	1	9.091	1	12.5	2	10.526
male friend	4	36.36	3	37.5	7	36.842
Female friend	3	27.27			3	15.789
	ADDU (n = 224)		USEP = (n = 215)		Total (n = 439)	
	Freq	%	freq	%	freq	%
<b>Have experienced being stalked</b>	60	26.79	59	27.44	119	27.107
<b>Have been forced to watch obscene movies</b>	9	4.018	12	5.581	21	4.7836
Person who forced to watch	ADDU (n = 9)		USEP (n = 12)		Total (n = 21)	
Teacher			2	16.67	2	9.5
Father	1	11.1	1	8.3	2	9.5
Mother	1	11.1			1	4.76
Male friend	3	33.33	5	41.67	8	38.1
Female friend	4	44.44	3	25.00	7	33.33
Sister			1	8.3	1	4.76



	ADDU (n = 224)		USEP = (n = 215)		Total (n = 439)	
	Freq	%	freq	%	freq	%
Dating/ in a romantic relationship before	131	58.48	107	49.77	238	54.21
Dating/ in a romantic relationship now	77	34.38	73	33.95	150	34.17
Partner has been faithful	93	41.52	85	39.53	178	40.55
Has been faithful to my partner	118	52.68	101	46.98	219	49.89
Have experienced sex	22	9.82	10	4.65	32	7.29
	ADDU ( n = 22)		USEP (n = 10)		Total ( n = 32)	
Forced partner to have sex	17	77.27	5	50.00	22	68.75
Have forced partner to have sex	5	22.72	6	60.00	11	34.38

## Manifestations of Violence

Data from the Office of student affairs and guidance office show that VAW experiences of adolescent females are underreported. ADDU guidance office only had eight (8) cases of VAW registered in their record for the past five years while the dean of the School of Arts and Sciences of USEP could only recall one incident of VAW reported in her office since she started her term. The sensitivity of the issue and the social stigma attached to it were only two of the reasons why the adolescent victims prefer not to report their case.

Angel, the third year student whose father is missing, felt pity for herself for being a victim and prefers to keep her agony inside. Angel disclosed:

*Maayo pa sila, wala sila maka-agi og ingon ani.  
(They are lucky because they have not experienced this.)*

However, no matter how much these victims hide their experiences, there are physical and non-physical symptoms of VAW that can be seen and observed from the victims. FGD and IDI data reveal that students can easily identify a physically abused classmate, friend or person because most of its symptoms are visible and difficult to hide. A FGD respondent shared:





*Dali lang man mahibal-an kung naging punching bag ka kay makit-an man ang bruises. Magduda ka sa una og kung dili mosulti sa kadugayan ma-anad na lang ka na naa silay bruises. Kadtong isa nako ka classmate ginatabunana niya ang iyang bun-og kay kung Wednesday mag longsleeves bisag init kaayo. Mao na magduda gyud ka makasulti gyud ka na siguro biktima ni sa “bugs-aray” (referring to punching)*

*(It is easy to spot if you have been a punching bag because the bruises can be seen. At first you will have second thoughts if they will not reveal to you. In the long run, you will get used to the bruises you will see in them. One of my classmates would hide her bruises by wearing long sleeves even on a hot Wednesday. So you will really question and conclude that this person is a member of “bugs-aray” (referring to punching) or a battered woman.)*

Cathy, the single mom, recalled how her black eyes and bruises captured attention in class and how it triggered discussion among her classmates. She shared:

*Kahit pasa-pasa ako noon at kahit masakit masyado katawan ko sa bug bog pumasok pa rin ako kasi gusto ko talagang mag-graduate na this March. Kahit malaki ang pasa ko pasok ako, kung tanungin ako at first sinasabi kong nadulas ako pero kalaunan sinabi ko na ang totoo kasi pati teachers ko nagatanong na dahil tulala din ako sa klase.*

*(Despite the bruises and physical pain that were inflicted on me, I still managed to attend my classes because I really wanted to graduate this March. Even as my bruises were very visible, I still decided to go to school. When asked by people about my bruises, I would make alibis that I accidentally slipped. In the long run, I revealed the truth to my teachers because they observed that I would stare blankly in space during classes.)*

Studies of abused women have shown that victims often suffer multiple forms of abuse. This is also true to the female adolescent victims who shared that physical abuse escalates to other forms such as verbal, emotional, psychological and even sexual abuse. The World Bank discussion paper on VAW have shown that women often consider psychological abuse and humiliation more destructing than physical assault. This is the same sentiment shared by the victims that resulted to a change in their behavior. All the FGDs conducted revealed that the following behaviors are manifestations of a victim:

- Somebody who is depressed (problemado kaayo)
- Layo kaayo og tinanawan / blank stares
- Disturbed
- Lack of focus in their studies



- Kapag lumalapit na ang guy takot sila at natataranta (When in close proximity with the perpetrator, the victim feels nervous and afraid.)
- Those who hate men and those who will not indulge in a relationship with men
- Sudden change of behavior (biglang naging ki-at ang girl)
- Irritable and moody
- The answer given is often off tangent or out of context (matingala ka kay lahi ang tubag sa imong pangutana)
- For those who were verbally abused, they absorb these words and unconsciously they utter the same words to others.

Abrupt gap and being distant to the family was the evident change Cathy had observed of herself after she was sexually harassed by the boyfriend of her mother. She recollected:

*Simula ng may nangyari sa amin ng boyfriend ng mommy ko biglang lumayo ang relationship namin ng mother ko kasi gusto kung sabihin sa kanya pero takot ako baka saktan sila ni tito. Palagi akong takot at umiiyak.*

*(Since the moment something happened between me and my mother's boyfriend, my relationship with my mother became distant because I wanted to reveal to her the truth but I was afraid that they would hurt my uncle. I was always afraid and crying.)*

Angel, the 3<sup>rd</sup> year student whose father was missing, confessed that she turned out to be moody. She purposely scolds her brother without any reason at all to indirectly inform her brother that she knows what he did and she did not like it. She remembered:

*Bisag wala siyay sala, ako siya pangitaan og sala og kasuk-an kay naglagot ko sa iya. Gamay lang na mali singhagan na dayon nako siya kay naglagot ko sa iya.*

*(I would always find fault with my brother even as he is innocent. I would often scold him because I hated him. Even in petty mistakes, I would immediately shout at him because I hated him.)*

## Perceived causes of VAW



Many researchers have used the Ecological model for gender violence to describe the different levels which influence violence help identify factors that seem to increase it. This study reveals that male dominance has been the principal reason why VAW exists and continues to persist in the society. The FGD participants believed that VAW exists because of the following reasons:

- Subordination of Women
- Cultural stereotyping
- Patriarchal society (3)
- Male domination
- Because they (men) want to
- Jealousy
- Over protective (men)
- Displacement of women
- Women are forced to follow the society
- Men are bad
- Women are submissive
- Laws are not implemented or exercised
- Fear of asserting themselves (women)
- Women are selfless lovers
- Women are dependent
- Women are martyr
- Discrimination of men against the women
- Men who want to feel dominant feel smarter than the spouse
- Women are treated as second class citizen
- Women allowed to be abused
- Women feel powerless
- Unhealthy communication process
- Unequal treatment based on gender
- Psychological framework
- Lack of self-awareness (women)
- Women's innate vulnerability

The self-confessed victims offered similar ideas and answers when they were asked what are the reasons why VAW exists and what are their perception on why VAW exists. Among the reasons were: its the practice in the community, the environment, the family and the up bringing of their partners and because they themselves allowed it to happen. Almost all of them postulated that its all because of love (f=8). Majority (f=7) believed that it is because of the lack of awareness of women, because women are weak (f=5), and because of a jealous partner (f=5). Few (f=3) believed VAW exists because it is embedded in the patriarchal



system; while those in a relationship believed that by sticking with their partner, they could change them. On the other hand, few think it is because of the quality of family where their partners belonged (f=2) and the parents' neglect by not believing in their own children.

These reasons coincide with the Ecological model of gender violence, stipulating the influence of the society and community and the impact of family and personal relationships to be the reasons why VAW exists. The imbalance of power where women were viewed as the weaker sex was verbally admitted by some of the FGD participants. According to one respondent, women's weakness makes her vulnerable to violence.

*Physically og emotionally weak man gyud ang babae mao nga dali ra ta masakitan.  
(Women are physically and emotionally weak than men that is why they are easily hurt.)*

However, with respect to intimate relationship some of the FGD respondents believe that the attachment and the longevity of the relationship is a great consideration why some of the adolescents stick to the violent relationship. A respondent confessed:

*Ang relationship ma test man gyud na thru time, dugay naman gud mi tapos siya ang naka una sa akoo (referring to coital debut) mao lisod biyaan. Besides love man ko niya kay nagdugay gud mi, basig magbag-o ra diay kay kung mag-away mi mag-sorry man sad siya og kabalo man siya sa iyang ginabuhay mao na mag sorry siya.*

*(A relationship is tested by time. We have been together for the longest time and he was the first one who did it to me (referring to coital debut) that is why it is difficult to leave him. He loves me so much, too, that is why our relationship lasted. Maybe he will change his ways because everytime we fight, he asks for forgiveness and he knows what he is doing.)*

Joy, the sophomore who is close to her family, blamed herself why she has been abused. She admitted:

*Paulit-ulit yong mga nangyayari kasi di ko masabi sa kanya (BF) na sobra na. Kasi meron siyang something na lambing na mawawala na ang galit ko lalo na kung mag joke joke siya tapos hug at kiss niya ako makalimutan ko na*

*(The incident always recurs because I could not tell my boyfriend that he is abusing me. He gets to be affectionate that I tend to forget my anger towards him, especially when he starts to crack jokes and hugs and kisses me. So I end up forgetting my anger.)*



Cindy, the second year who is also close to her family, reasoned that VAW happen because of the neglect of the parents to provide security to their children. She recalled:

*Matagal bago ko nasabi sa parents ko ang nangyari kasi 3<sup>rd</sup> year High school pa lang ako noon. Kasi may incident na nag-beach ang office mates ni Daddy at nag-overnight kami doon kasama ang mga tauhan niya nag videoke at nag inuman. Tapos dahil hindi pa ako makatulog lumabas ako sa cottage namin at pumunta ako sa cottage na bakante at malapit sa beach tapos nagpasok doon ang office mate ng Daddy ko at nakainum na pala tapos gi kiss kiss niya ako, nataranta ako pero buti na lang nakatakbo ako paro natulala ako. Siguro kung hindi yon nangyari hindi ako ganito ngayon, kasi di ba dapat protektahan ng parents ang anak nila (she was crying) nasa kabilang cottage lang sila pero nangyari pa rin yon.*

*(It took a long time before I revealed to my family the incident because I was only in 3<sup>rd</sup> year high school then. It happened when my father and his officemates had a beach party overnight. They were singing and drinking. I did not feel sleepy at that time so I went to a vacant cottage near the beach. One of my father's officemate went inside the cottage and he was already intoxicated. He started kissing me and I was scared. So I ran and left the place and was in a state of shock. If it had not happened, maybe I would not be like this now because my parents are supposed to protect me (she was crying) despite them being in a nearby cottage.)*

Kaye, the sophomore who recently know that she was sexually harassed before, shared the same sentiment with Cindy. She confessed:

*Kung kompleto lang akong pamilya dili siguro to mahitabo. Dugay nako nag-antos sige isip ano ang ginawa sa akin pero ngayon ko lang nalaman na tama ang hinala ko kasi wala man sila palagi para masabihan ko sa ginawa sa akin ng kuya ko.*

*(If my family had been complete, this would not have happened. I have thinking long and hard about the incident that happened to me but I think my guesses were right because they are not always around for me to tell them what my older brother did to me.)*

Although not one of the respondents was legally married, an adolescent single mother who is cohabiting with her male partner imparted that her economic dependence and the financial support her boyfriend is giving to her child is the reason why she remains in the violent relationship.



*Kadtong wala pa ko mabuntis mas-grabe ang kulata na akong nadawat kay ma-blackeye gud ko usahay og daghan ko pasa. Kung mag-away ko gintawag sad ko niya og bitch pero ginatiis lang gyud nako kay pag-graduate nako kung kaya na nako sustentohan akong anak biyaan na nako siya. Lisod man gyud kaayo ron kay graduating nako mao antos sa.*

*(When I was not pregnant yet, I was abused physically. I would have black and blue rings around my eyes and have bruises all over me. Everytime we fight, he would call me "bitch" but I decided to stay in the relationship until the time I graduate. Then after graduation and if I can sustain the needs of my child, I will leave him. It is difficult to leave him now because I am graduating soon so I will suffer for the meantime.)*

## Effects or Consequences of VAW

*I am the only daughter and the youngest in the family. I am very close to my parents and very loving to my brother. When I was 15, my father sponsored a beach party for his office mates and my entire family joined the party. It was a joyous event and almost everybody was drinking. However, when the party was over I found it difficult to sleep so I left our cottage and sat in the empty cottage near the shore. Surprisingly an office worker of my father who was drunk joined me and we chat. Suddenly he kissed me and tried to hug me, I was able to run and escape. I cried so hard but I did not tell the incident to my parents "why did it happen when my family was around?" From then on I felt dirty at naging tahimik ako (and I became quiet).*

*I tried to forget the incident and move on. However, my second boyfriend revived my hatred and anger against men. He was my first sex, he asked me to prove my love to him by having sex with him. I was forced to do it. "Nakaka-inis siya dahil iyon ang basehan ng love niya ( I got irritated because sex is the basis of his love)." Tatlong beses iyon nangyari at tuwing uuwi ako natutulala ako, sinisisi ko bakit wala akong magawa (It happened thrice and everytime I go home, I am in shock. I blamed myself for not doing anything). Worst, nabuntis ako pero ng ipagtatapat na namin sa parents ko nalaglag ang baby na di ko alam (The worst thing was I got pregnant and when we informed my parents about it, I had a miscarriage without my knowledge).*

*I met my third boyfriend when I was graduating in High school. He is a teacher in one of the college schools here in Davao. His coolness and resemblance to my brother attracted me. We started hanging out that ended up in bed. After the first incident we became lovers, initially I was happy in the relationship but he started to change. He asks me to do sexual acrobats and he wants us to follow the sexual positions we see in bold movies. "Hindi ko naiintindihan ang mga lalaki, bakit ganito na lang ang tingin nila sa akin? ( I do not understand why men regard me as this)."*

*I tried to end the relationship, pero tinakot niya akong ilalabas ang sex video namin (he threatened to release our sex video). Hindi ko alam na may kamera pala sa kwarto niya habang nag-sex kami ( I was not aware that there was a camera in the room everytime we had sex). I attempted to commit suicide.*



*However, due to fear I sustained the relationship with him. I cut classes sometimes because he asked me to go to his house every time he is free. If I disobey him, he hurt me physically. I was not able to mingle with my friends because he does not want me to hang out with others. Sige lang kami ng sex, at parang normal na itong gawain para sa akin (We had constant sex and it seemed like a natural thing for us). Kung wala akong ginagawa at busy din siya (Whenever I am free and he is busy), I go out with friends and I flirt with guys..."ayaw kong ma-uga" (I do not want to be dry).*

*Sometimes, I ponder and I ended up hating myself..."Why did I allow it to happen?"*

*-Cindy, 2<sup>nd</sup> year-*

A growing number of researches have emerged in recent years on the mental, physical, emotional and psychological health consequences of VAW. Cindy is just one of the many adolescents whose physical and psychological violent experiences result to a number of negative consequences.

Most of VAW studies conclude that violence seriously affects women's physical and mental healths that sometimes lead to death. Women are likely to suffer from a variety of illness and on going high level of fear. This is also true to the vulnerable adolescents who had experienced physical and mental violence in their lives as a student, daughter, lover and mother to their children. The IDI and FGD result extracted the following health problems undergone by the victims:

### **On Physical Health**

- Physical bruises and black eye
- Body and muscular pain due to hitting and punching
- Headache due to head-banging and hair pulling
- Chest pain and palpitation
- Injuries

### **On Mental and Emotional Health**

- Fear and anxiety
- Nervousness
- Nightmares



- Shame and lack of self-esteem
- Self-blame and self-pity
- Trauma
- Mood swings
- Lack of self-confidence
- They think they are useless
- Emotional numbing (manhid)
- Hopelessness

### **On Reproductive Health**

- Urinary Tract Infection
- Unwanted Pregnancies
- Miscarriage
- Unprotected Sex

### **A. Consequences to the Studies**

Performance in school cannot be separated from their experiences outside the classroom. Family and friends can have a big impact on young people's willingness to take school seriously. According to Psychologist, Michael Jaffe (1997), in the achievement cycle, family separations, expectations, aspirations and involvement affect the level of performance of an adolescent in school.

Panos Institute study on addressing Sexual violence in the educational sector cited that the attendance at school is seen as a protection mechanism against violence because of its empowering effect. However, on the same study it also mentioned that educational institutions often permit sexual violence against students to go unchallenged, that is directly affecting students and young women.

Angel, 3<sup>rd</sup> year student whose father is missing, recalled that she became a loner and her grades deteriorated since she was sexually harassed by her brother. She confessed:

*Dili nko ma-open ang gibuhat sa akong brother kay teacher akong mama, maulawan siya kong magsumbong ko. I kept it to myself pero usahay naa koy nightmares og dili ko ganahan mag-study kay nasuko ko.*





*(I cannot reveal what abusive acts my brother does to me because my mother is a teacher. She will be put to shame if I reveal it. I kept it to myself but there are time when I experience nightmares and I am not motivated to study because I am angry.)*

Cathy, the single mom, shared the same sentiment on how her studies were affected. She recalled:

*Dati honor student ako when I was in elementary, pero ng mag-high school na ako at nangyari na yong ginawa ni tito bumagsak talaga ako as in lagpak sa school. Hindi na rin kasi ako nakapasok noon dahil sa kaso at dapat kung lalabas ako may kasama talaga. I have to see a psychologists during that time. Through the help of my supportive family nakayanan ko iyon. Iba naman itong kay \_\_\_\_ (name of her bf) kasi sa sobrang pagmamahal ko kahit nagka klase tapos mag text siya lumalabas talaga ako ng school kasi magkikita kami. Noong magka-anak ako I have to stop schooling kasi he demands time sa akin kasi I should act like a wife daw.*

*(When I was in elementary, I was an honor student. But when I reached high school and the abuses of my uncle happened to me, I failed in my subjects in school. I missed my classes because of the ongoing case and I had to be accompanied by a chaperone always. I had to seek psychological help during tha time. Through the help of my supportive family, I was able to sustain it. My relationshiop with my bf (name of her bf) is another story. Because I love him very much, whenever he would text me in the middle of my classes, I would really go out and meet with him. When I had a child, I had to stop schooling because my husband demands time from me and requires me to act like a wife now.)*

The result of this study shows that the pressing effect of gender violence to female adolescent is its underachievement at school and universities. This finding was also highlighted in the Panos Institute's report stating that students may avoid class, may not want to talk in class and may have difficulty in concentrating during class or may drop out of school.

Surprisingly, some (f=3) of them try to be disaffected by their violent experiences these IDI respondents took their experiences as a challenge in life that demands effort and concentration in school instead of being passive.

Mimi, the 4th year who likes to join beauty pageants, revealed that instead of lamenting on the verbal abuse her boyfriend did to her, she took the violent expereince as a challenge to prove to her boyfriend that she is a great loss to him.



*Gisultihan ko sa akong ex na pangit lagi daw ko, kay gibulagan man to nako siya. Gi-insulto ko niya nga mao daw dili ko madaog sa mga contest kay pangit daw ko. Mao gipakita gyud nako nga dili ko ingon ana og paghinayangan gyud ko niya. Karon graduating nako pero siya wala katapos mao tan-awon nato kinsa ang mas looy.*

*(My ex told me that I am ugly because I separated with him. He insulted me that the reason why I do not win in beauty contest is that I am ugly. So I really showed to him that I am not like that and he will regret it. Now I am graduating while he has not yet finished school. Let us see who is in a more pitiful condition.)*

Cindy, the 2<sup>nd</sup> year student who was close to her family, confessed that the love of her parents and the efforts of her father who is working abroad to send her to school are the motivating factors she always consider to do good in her studies no matter what she has been through. She cited:

*Iniisip ko talaga si Daddy, naghihirap siya sa labas ng bansa para lang talaga makapag-aral ako, kaya kahit ano pa itong mga nangyari sa akin sinisikap ko talagang hindi mag-absent at okay ang grades ko. Minsan nagatulo ang luha ko nagabasa kasi masakit pa ang mga kagat at bugbog na ginawa ng Ex kong teacher pero naga-study pa man din ako.*

*(I always think about my father. He is working hard in another country so that I could attend school. Despite everything that has happened to me, I really try my best to be not absent in my classes and maintain good grades. Sometimes I get teary-eyed when I read my lessons because of the fresh bites and bruises my ex boyfriend-teacher had inflicted on me. I still study my lessons.)*

The determination to leave her family and to have a house of her own was the inspiration Jane has been inculcating to herself throughout her growing years. She really desires to graduate soon and have a place of her own to be able to escape her family. She reasoned out:

*Ginabutang gyud nako sa akong alimpatakan na one of these days muhawa gyud ko aning balaya. Gina-antos lang gyud nako ni karon kay naga-eskwela ko pero pagka graduate nako, mohawa gyud ko diri kung naa na koy trabaho. Feelign jud nako exploited kaayo ko na gusto gyud nakog mahumag eskwela para muhawa ko aning lugara ni, I want OUT! Kay ang akong mama kung magsubmit ka sa iayng gusto palangga-on kaayo ka niya pero pag modili ka, kay awayon ka niyag ayo.*

*(I always bear that in mind that one day, I will surely leave this house. I will be in agony only now that I am still studying but if I will graduate and land in a job, I will really leave this house. I feel I am deeply exploited that is why I am determined to finish school and*



*leave this house. I want OUT! If you submit to my mother's wishes, she will love you but if you go against her will, she will really reprimand you.)*

## B. Consequences to the family

Family influences are fundamental because they precede and determine other factors that support achievement of the student in and out of school.

A house is supposed to provide security and comfort to every member of the family. The parents are responsible to look after the welfare of the children and they are to fill the roles of protector, provider and guardian. However, this is not the picture painted to the adolescents who have been victims of violence in their homes.

Jane, the 4<sup>th</sup> year who has experienced multiple forms of abuse from her family, explained how she abhors the presence of her father at home. She shared:

*Mahadlok ko sa akong father kay basig motokar na sad kay gikan pagkabata nagapepare na siya og bunal if not mag-storya siya "ikaw bwisita ka!" Papa nimo unya ingon ana siya mao nga every time naa siya uncomfortable ko og molakaw ko sa balay.*

*(I fear my father in the event that he will lose control of himself. Since my childhood, he has prepared a whip for me or if not, he would utter words like "ikaw bwisita ka" (a form of a curse). He is my father yet he throws expletives at me so everytime he does that, I will leave the house.)*

Psychologists believe that parents who are inconsistent or who display a harsh parenting style may inadvertently disuse children's attention and explorational skills. Inconsistent and punitive parenting practices contribute to distress, low-self-esteem and low levels of responsible behavior. (Raffe, 1997) This is also true to any members in the family who has contributed pain to the adolescents.

Angel, the 3<sup>rd</sup> year student whose father is missing, shared the same sentiment with Jane. She prefers to be alone and she does not like to stay at home. She confessed:

*Sukad atong mitupad siya (referring to her brother who sexually harassed her) sa akoo og gihikap ko niya dili na ko ganahan sa balay.*

*(Since the time he slept close to me (referring to her brother who sexually harassed her) and touched my body parts, I do not like to go home anymore.)*



Cindy, admitted that her experiences made her feel hopeless and shameful that created a gap between her and her family. She divulged:

*Feel ko talaga marumi na ako kaya di na ako masyadong nag-oopen up sa parents ko. Yung parang kung ano ang gusto ko yun na lang talaga ang gagawin ko. Kahit hindi nila alam parang nakakahiya talaga kaya mas gusto ko sa barkada na lang at bisyo.*

*(I really feel that I am filthy so I no longer open things up to my parents. Whatever I want, I just continue doing it. Even if they did not know it, I still feel humiliated so I would rather be with my friends and engage in vices.)*

The effects of VAW also harm the family members emotionally, psychologically, physically and emotionally. In the FGD, the respondents believe that the consequences also include the following:

- Feeling of hatred
- Feeling of fear
- Loss of respect for the perpetrator
- Indifferent and disruption of the relationship
- Shame and feeling of isolation especially if the community knows.
- Reduction of Social interaction
- Pity towards the victim

### **C. Consequences of VAW to the SELF**

Being subjected to gender violence is threatening to an adolescent's physical safety and psychological welfare. According to Felix and Paz-Ingente in their study on Protecting Women and children, psychological effects of violence may involve low self-esteem, shame, guilt, depression, fear, anger and increase risk of suicide attempts. The negative consequences of abuse extend beyond women's sexual and reproductive health, their consequences may even be long-lasting.



## Physical

Cathy recalled how painful her bruises were after a physical fight with her intimate partner. She relayed:

*Pasa pasa talaga ako pagkatapos ng away kasi sinusuntok niya ako pero lumalaban din naman ako kaya nagkasuntokan talaga kami. Halos isang lingo din bago nawala ang pasa.*

*(After we had a serious fight, I ended up with bruises because he punched me and I would fight back. We were up against each. It took one week before the bruises disappeared.)*

Joy, the second year student, confessed having experienced palpitations immediately after her 6ft. boyfriend threatened and physically harm her.

*Sumikip talaga dibdib ko at parang ang hirap huminga kasi inipit niya ako sa wall habang hinahawakan niya ang mga braso ko kasi sinisigawan ko man din siya.*

*(My chest was in pain and I had difficulty breathing because he pinned me on the wall while holding my arms because I shouted at him.)*

## Sexual and reproductive Health

More than the physical effects, this study also unravel the high sexual and reproductive health risks the adolescents are facing brought about by gender violence. Cindy, the second year student confessed experiencing unintended pregnancy due to unprotected sex. She also admitted that she became sexually promiscuous that often lead to unprotected sex. She shared:

*Parang iniisip ko lang, something special jud ba ako o parang igat siguro kaayo kog nawong. Parang bitch siguro ako masyado kasi pasa-pasahan gani ako. Kung sino ang boyfriend ko gusto sex agad. Kadalasan unprotected sex kung sa uyab but with others na fling fling then with condom. Nagadabog ang boyfriend ko kung nagpapacondom ako.*

*(I was thinking if there is something special in me or I possess a seductive face. Maybe I am a bitch because I have several partners. Whoever is my current boyfriend, he immediately demands sex. If I have sex with my boyfriend, it is usually unprotected sex*



*but when I have sex with other men, we do it with condom. My boyfriend does not like it if I let him use condom.)*

One FGD participant confessed almost the same story of getting pregnant at a young age because of unprotected sex. She recalled;

*Humingi kasi ang boyfriend ko ng birthday gift na ganon (sex), pagkatapos na unang beses sunod-sunod na ang paghingi kaya nabuntis ako. Ayaw niya kasing mag condom dahil para daw akong nandidiri sa kanya kong pina pa condom ko siya.*

*(My boyfriend requested for sex as a birthday gift. After that first time, we had constant sex so I became pregnant. He did not like wearing condom because it appeared like I dreaded him if I wear condom.)*

## Psychological

The threats and constant fears brought about by the gender violence resulted to numerous worries and greatly affected the adolescent victims. Cindy, the second year student, admitted attempting to commit suicide because of the threats she had been receiving from her intimate partner. She revealed;

*Nag-attempt na po akong mag-suicide dahil sa Ex kong teacher kasi gusto ko na talagang kumalas at natakot na ako na ibigay niya yong sex video namin sa mommy ko. Pressure masyado sa relationship tapos may pressure pa sa school. Minsan naisip ko paano kung matapos ako ng school pero mabuntis ako dahil palagi naming ginagawa yon (sex). Hala pag-wala ako gidugo sige lang ko og worry. Kasi dati nabuntis na ako ng bestfriend ko pero nalaglag siya kaya natakot na akong mabuntis ulit.*

*(I had suicide attempt because of my ex boyfriend-teacher because I wanted to leave the relationship and was afraid that he would give our sex video to my mother. I had pressure in the relationship and in school. Sometimes I get to entertain the thought that I will finish school and be pregnant. If I do not have my monthly menstruation yet, I worry a lot because in the past, my best friend got me pregnant but I had a miscarriage. Now I am afraid to get pregnant again.)*

## Coping Mechanism

*Jane is 20 years old and the 3<sup>d</sup> child in a family of six. While growing up she has been subjected to different forms of violence from her grandmother, father and mother. Her*



grandmother castigated her when she could not memorize the spelling lessons when she was in elementary, while her father instills discipline to her and to her siblings by hitting them. She grew up physically battered by her father who was absorbed into a number of vices that lead to the bankruptcy of their family business. They used to be financially stable but the unexpected financial trouble forced her mother to work and be hooked up to the Internet. Through the net her mother found hope to alleviate the financial difficulty faced by their family. Her mother start sending the picture of Jane and her sister to foreigners abroad who are looking for marital partners. Without Jane's knowledge her mother extracted financial support and arranged Jane and the foreigner to meet in person. Although Jane has a Filipino boyfriend, her mother objected their relationship because her mother believed that greener pasture awaits Jane if she will marry a foreigner. When Jane knew what her mother has been doing she opposed the idea and tried to understand her mother's motive. To assure her boyfriend that she will stick in their relationship she admitted practicing PMS with her boyfriend. Once a foreigner came, she was forced to meet the guy but she directly informed the guy about her objection to the idea of her mother, the incident lead to the strained relationship between Jane and her mother.

To be able to forget these violent experiences, Jane shares her problems to friends and laugh about it. "I am thankful that I have true friends who are willing to listen and who adopt me when I don't want to go home." According to Jane, sometimes we simply kill time by talking and drinking.

Aside from friends Jane also share her problems to her boyfriend, according to her sometimes she initiate sex with him just to forget her problems at home. He listens and she knows that he understands.

In one instance, she seeks the help of the Guidance Office, however she simply did it to comply with Scholarship requirements. "Mag-adto lang ko kay kailangan sa Scholarship pero murag dili kaayo free willing na ako gyud ang mag sulti sa akong problems (I will see the Guidance Office personnel for the sake of my scholarship requirements but I am not going there to tell them my problems) ."

Seeking help and advice has been the dominant coping strategy of the victims. The key informant respondents explained that they turn to their friends more than to their parents for recreation, companionship and understanding. Their friends are the people whom they refer to as fun to be with and with whom they can be themselves. They can open up any topics to their friends and they can do anything with their peers.

This study proves that the victims prefer to seek refuge to their peers because peers are less likely to coerce, criticize and lecture. Most adolescents come to prefer the companionship of peers to that of their family members, especially when they have problems. Friends are in fact more willing to give each other what they want. All the self-confessed adolescent victims in this study admitted that they seek sanctuary to the peers more than to their families.



Aside from their friends, some of them admitted having sex and seeking haven in the hands of their intimate partners. Jane is just one of the many victims who resort to their friends and to their intimate partners after a violent encounter. She disclosed:

*Kung gusto ko makalimot sa problema sa balay makipag-gerger ko sa akong uyab. Ganahan ko lalo na kung I-embrace ko niya kay feel nako love kaayo ko niya.*

*Kung wala akong uyab og ang akong friends mabu-ang siguro jud ko. Mao mu-storya gyud ko kay supportive man akong friends, kung molayas ko sa balay mag-amot amot na sila para naa koy kaonon. Usahay pa-adopt ko sa ila balay. Very empowering kaayo ang friends*

*(If I want to forget my problems at home, I have sex with my boyfriend. I like it when he hugs me and I can feel that he deeply loves me. Without my boyfriend and friends, I will probably get insane. So I tell them my problems because my friends are supportive. If I leave the house, they would pull their resources for me to have food. Sometimes, they adopt me in their house. My friends are very empowering.)*

Although some of the respondents admitted that their refuge also depend upon who the perpetrator was. In one of the FGDs, a respondent shared:

*Depende naman kasi kung sino ang nag-inflict ng pain. Kung family ang source punta ka sa friends, classmates at boyfriend. Pero kung ang source ay ang boyfriend may iba na nagsasabi sa parents pero kadalasan talaga sa friends.*

*(It depends on who has inflicted you pain. If the source of pain is the family, go to your friends, classmates, or boyfriend. But if the source is your boyfriend, some say that you can go to your parents. Most of the time, you go to your friends.)*

However, a great number of the victims disclosed that they prefer to keep the problems to themselves than to be a cause of further trouble and an additional burden at home. Angel, a 3<sup>rd</sup> year student whose father is missing, admitted that it was her personal choice not to tell her mother about the sexual harassment her brother did to her because she does not want to cause a problem to her mother. She shared:

*I cried and questioned bakit ginawa niya pero hindi ko sinabi sa mother ko. Ang dami na kasing problema ni mama tapos magdagdag pa ako kung mosulti ko sa gibuhat ni (name of the brother) mamroblema pa siya. Nagalit ako pero I prayed and so far okay naman.*





*( I cried and questioned why did he do this to me but I did not tell my mother. My mother is going through a lot problems and I will be adding up to it if I will tell her about the abuses of my brother. My mother will become more problematic. I am angry but I prayed and things are now okay.)*

Aside from fear of adding problem to the family, the adolescents prefer to be silent about their violent experiences because of shame. An FGD respondent shared;

*I was harassed by our worker at home at an early age he tried to kiss me but I struggled and was free from his grasp. I ran at home and just keep silent about it I have not told my parents until last year. I was afraid and ashamed.*

The survey result showed that a number of the victims choose to be silent in their agony so as to avoid further pain and danger. The open-ended question, what did you do when you experienced VAW, generated a number of replies from the victims, the dominant reason was just keeping silent and seconded by fighting back or retaliating.

**Table 6: Multiple Responses on After Violence Reaction**

<b>Response</b>	<b>Freq.</b>
I think of my fault and I tried to make some improvement from it. Kasi baka kasalanan ko kaya nagnyari iyon (maybe it is my fault that made this happen).	3
I insulted her in return to let her know that anybody have no right to insult a person	1
I let the person know that I was hurt in what he has done to me.	1
I told my parents.	2
Pray and seek help from the people who could help me.	3
I asked help to friends to help to solve the problem	3
Revenge	7
Just keep silent and did nothing and let it pass	26
Cry and pray to have strength and courage to move on. I prayed!	7
Self Defense	3
I slapped him, kicked and boxed him...I fought back	10
Escape....run	2
Report to the police	2
Put the memories in the closet	2
I talked to my landlady about the incident and she talked to her son regarding the incident. I and the son never confronted personally	1
Forgive	3



When the FGD participants were asked to suggest ways on how to impede VAW, they gave multiple answers. The most common response was opening it up and seeking support to different entities whom they believe could help them such as the police, family, lawyers, DSWD and other authorities. These responses are very different from the replies of the adolescent victims who prefers to be alone or to share it with friends than with families and other authorities.

## Support System

It is interesting to note that some of the victims admitted not reporting their first violent experience. Two survey respondents who admitted to be victims wrote:

*I just ignored it at first but when it happened again I ask somebody to help me.*

*I just become quiet, I just let it pass and forget in my everyday life so that I will not be lonely. I was quiet because I don't want others to know even my parents that I have been violated. It happened when I was a child, I am trying not to talk about it.*

Seeking support especially to authorities especially ins school is least of the priorities of the adolescent victims. This study proves that the social support of the adolescents is within their peer groups. All the respondents in the FGD and IDI know the roles of the Office of student Affairs and Guidance Office. In the FGD, the respondents were very knowledgeable on the programs and services the guidance office offers. However, all of them feel these offices are not conducive for them to share their problems.

Jane, the graduating student who was abused by her family, shared her sentiment on the effect of the Guidance Office to the victims such as herself. She relayed:

*Dili ko ganahan sa Guidance, mo-adto ko didto kay kinahanglan kay scholar man ko og requirement man pero dili ko ganahan kay murag BOX gani kaayo ka. Gusto ko kanang casual lang tana, pero open ko sa therapy na ingon ana, kung unsay buhaton sa imo, pero feel fyud nako box kaayo ka didto sa guidance. Unya kailangan man gud kay murag plus points sa scholarship mao adto ka didto para palooy-looy (laughs). Dili gani natural na basta willing gyud ka.*

*(I do not like going to the Guidance Office. I go there because of my scholarship requirement but I do not like it because you are placed in a box. I want it to be casual but I am also open to the idea of therapy and what they do to you. But I really feel that you*



are stereotyped in the Guidance Office. But it is a requirement in my scholarship and you get plus points for it. It is not a natural thing to do and that you want to go there freely.)

The same sentiment was shared about the Office of Student Affairs (OSA), Mabs, the sophomore who has been sexually harassed, confessed:

*Dili ka ganahan sa OSA kay dili siya accessible for everybody, daghan pa ka agihan og hadlok ka nga matismis kay daghna kaayo estudyante sa OSA.*

*(I do not like going to the office of Student Affairs because it's inaccessibility to students. Students would have to go through channels and be the butt of intrigues because of too many students lurking in the office.)*

Studies have shown that the family, especially the mother, serves as the confidant and the key source of support almost all the time to the adolescents. However, only few of the adolescents open up to their families. These adolescents still believe that their peers could understand them more than anybody else.

**TABLE 7: Table on Coping Mechanism**

VICTIM	FORM OF ABUSE	PERPETRATOR	EFFECTS			COPING MECHANISM	SOURCE OF SUPPORT
			FAMILY	STUDIES	SELF		
Joy	Physical Verbal Emotional	Intimate partner		Not attend classes		Self help	Self
Mabs	Sexual Psychological	Brother Teacher		Not attend classes	trauma	Talk with Friends	Friends
May	Pgysical	Sister			Lack of self confidence	Talk with Friends	Friends
Mimi	Verbal Emotional	Intimate Partner		Do good in studies	Indifferent to Comments Of others	Talk with Friends	Friends
Cindy	Physical Sexual Verbal Emotional Sexual	Intimate partner	Gap in The Family		Moody Trauma Self-pity Sexually promiscuous	Sex Look for Another partner	Friends
Kaye	Sexual	Kuya		Blame the	Self-pity	Talk with	Friends



		(older brother)		family		Friends	
Jane	Physical Emotional Verbal Psychological	Mother Father	Do not like to stay at home; hate her father		Self-pity Scared to marry	Talk with Friends Sex	Friends and Teachers
Cathy	Physical Sexual Verbal Emotional Psychological	Tito Intimate partner	Distant to Mother	Stop school Grades dec	Seek Psychologi Help Disturbed FEarful	Talk with Friends and family	Friends and Family
Gay	Verbal Physical Emotional	Father	Lose Respect to Parents		Indifferent Uncaring to parents	Talk with Friends	Friends
Angel	Sexual Emotional	Brother Cousins	Lose respect  Gap	Decline of grades	Self blame Self-pity Hatred Anger	Self-help	Self

## Chapter 5 Summary and Conclusion

Our history has always been replete with stories of violence. The forms can be far ranging and the effects devastating. It also happens in almost all spheres of life and in any given environment – from home to community to school. This study reinforces strongly the literatures and related studies on violence against women. The significant findings are as follows:

1. **THE RESPONDENTS.** There are 439 respondents of the survey with 51% of which are from Ateneo de Davao University and 49% are from the University of



Southeastern Philippines. Their mean age is 18.09 years old with majority of them (69.9%) are below 18 years old. 10 informants with experiences of VAW were also taken for the in-depth interview with a mean age of 19 years old. The respondents are generally adolescents (15-24 years old) based on the WHO definition.

2. **KNOWLEDGE OF VAW.** While majority of the respondents (76.3%) heard of VAW, 35.5% of them cannot identify a specific form of VAW. This raises an issue of understanding VAW since not everything that the respondents heard is translated into a piece of information or knowledge. In fact, 25% of the respondents believe that slapping is NOT a form of violence. Instead, it is an expression of affection for them. 23.9% of them also do not consider deprivation of financial support as a form of abuse. These are supported by the claim of one respondent who said that VAW within the family is normal. Therefore, many adolescent girls exhibited a relatively low understanding of VAW and too often confuse it with romance, love and affection.
3. **EXTENT OF VAW.** VAW happens everywhere. As recalled by the respondents, they are aware of it happening in the home (28.7%), in the neighborhood (54.4%) and in the school (44.9%). While the study looks at the female students as victims of violence, the respondents however admitted to be perpetrators of violence (51.3%) against someone else, majority of them admitted having hit their male friends (40%).
4. **FORMS OF VAW.** The leading form of VAW is physical abuse in all the contexts used in this study – in the home (69.95%), community (82.43%) and in the school (68.02%) ranging from slapping, hitting, and punching. Sexual abuse (25.4%) also happens in the sanctity of the home and in the community (29.29%). Meanwhile, students often experience being humiliated by their teachers in public (31.7%). The data also showed that prostitution exists in schools with 29.8% of the respondents having heard someone engaged in prostitution. In this stage of adolescence, the respondents admitted having explored romantic relationships where 7.3% of them having experienced sex already. Of those who experienced sex already, 68.75% have been forced by their partners to engage in sex. Specifically, among the documented incidents of abuse revealed in the FGD and IDI would include cases of



rape, corporal punishments, wacking, battering, forced sex, public humiliation, verbal insults (namecalling), stalking, threatening, and sexual harassment among others. In all forms of abuse, majority of the perpetrators are the men close to the respondents, that is, their father, boyfriend or male friends. The data shows that the female students are confronted with violence from various fronts and in all forms. Therefore, they are also expected to respond in multiple ways and means.

5. **MANIFESTATIONS OF VAW.** No matter how much the respondents hide their VAW experiences, there are physical and non-physical symptoms that can be observed. It includes the following: (PHYSICAL) bruises, black marks, wounds, (NON-PHYSICAL) sudden change of behavior, depression, blank stares, disturbance, lack of focus in anything, inappropriate dressing, anxiety, hatred against men, promiscuity, moody, irritable, distancing oneself from friends and relatives, transfer of anger, fault finding and parroting the abusive words. Even without admission on the part of the victim, VAW can still be detected through the physical and behavioral manifestations. Victims would initially keep the incident latent but these signs can be used as gauges to take the necessary intervention that will help the victims regain their self-control. However, parents, teachers, and the people in the community do not have the necessary skills to spot these indicators of VAW.
6. **CAUSES OF VAW.** There are many theories offered to explain the root cause of VAW. In the FGD and IDI, the respondents identified some of their perceived causes of VAW. It exists on account of the following reasons: subordination of women, stereotyping, patriarchy, male domination, jealousy, over protection of women, displacement of women, men are naturally bad, submissiveness of women, poor implementation of laws, fear of asserting women's rights, women being selfless lovers, dependent and martyr, women allow abuse, unhealthy communication process, gender inequality, lack of self-awareness, broken family and poor family relations, women's innate vulnerability and economic dependence of women on men. The enumeration above-cited identifies both cultural and psychological factors as the necessary contributors to the existence of VAW at home, in the community and in the school. The way the society reinforced the



culture of patriarchy has led women especially young girls to internalize their submissive and subordinate role in life. Eventually, they develop a psyche that looks at themselves as inferior, weak and second best only.

7. **CONSEQUENCES OF VAW.** The effects of VAW can be far ranging and devastating. VAW has great health consequences which include (PHYSICAL) injuries, bodily pain, palpitation and chest pains, (MENTAL/EMOTIONAL) fear and anxiety, nervousness, nightmares, shame and lack of self-esteem, self pity, trauma, mood swings, lack of self confidence, emotional numbing and hopelessness, (REPRODUCTIVE HEALTH) urinary tract infection, unwanted pregnancies, miscarriage and unprotected sex. It also creates serious consequences to their studies, family relations and self-concept. Students generally develop a poor study habit due to anxiety, fear and worries as reinforced through nightmares and exposure to the presence of the perpetrator. As a result, their grades and scholastic performance suffer tragically. VAW can also destroy the strength of the family. VAW in the home breeds mistrust, disress, low self-esteem, dislike of the home, hatred of some family members, stronger peer ties, strained communication in the home, and loss of respect to family members. Behavioral changes can also manifest after experiencing VAW. Sexual promiscuity and suicidal tendencies are among the behavioral consequence.
8. **COPING MECHANISMS.** The coping largely depends on who the perpetrator is. Self help and advise seeking are two of the common coping mechanisms of the respondents. They usually get their emotional support such as understanding, companionship and recreation from friends more than their family. Sex can also be a coping strategy as revealed in the IDI by a respondent. Accordingly, this is one way to forget the problems she has at home. A few mentioned about keeping silent and forgetting the incident can also be helpful to relieve the pain temporarily on account of fear to add more problems if they speak out. Crying is also therapeutic for some as they can express their emotions and pour out their sentiments. Many also mentioned that they fight back to defend themselves. Meanwhile, some of them used the experience of violence to do and be better. It became an inspiration



for them to study more so they can prove that they are not useless members of the society and that they can eventually stand on their own. .

9. **SOURCES OF SUPPORT.** Most of the respondents identified their peers as sources of support since friends are less likely to coerce, judge or sermon on them. If violence happens in the home and the community, they said that help can be obtained from the police, barangay, DSWD, and other local authorities. If it happens in school, they recognized that Guidance Offices and the Office of Student Affairs play a great role in helping them in their concerns. However, they have little trust reposed upon these offices due to the bureaucracy and issues of confidentiality that might arise.

## Chapter 6 Recommendations

The study has generated realities that deserve a closer look. On the strength of the findings, the following recommendations are proffered:

1. Many of the female students do not know that they are being abused, harassed or violated. According to the data, slapping is equated to an expression of affection thereby establishing that they have too little understanding of the concept of violence and abuse. It is for this reason that information campaign at the very least and integration in some





college curriculum (FYCF and CWTS), at most, of Violence Against Women becomes imperative. Through this, education about violence with emphasis on using the rights-based approach is formalized and demystifying the myths surrounding violence is institutionalized in a formal training;

2. Adolescent students hunger for learning. As accounted for in the study, the respondents found the forum as a helpful means to inform the entire student population about issues less likely to be discussed at home and even in classrooms. The informal set-up like public forum, symposium or panel discussions may facilitate a free flowing discussion, hence, more lessons can be learned. As such, the university, through its curricular and co-curricular components must provide an avenue for an objective, open and regular discussion of adolescent-related issues like gender discrimination, responsible sexuality, gender-based violence and adolescent reproductive health. This is a result of the fact that many of them has engaged in risky sexual behaviors such as teenage pregnancy as a means of coping in a violent situation;
3. VAW happens in school. However, the study revealed that teachers, to whom the students are in close contact with, have difficulty detecting students who experience violence. Most of these cases therefore are left unattended or unREFERRED to proper channels for a timely intervention. Hence, a training for teachers, non teaching personnel and other university personnel on VAW detection and intervention may address this concern;
4. The study showed that students do not trust too much some of the university support offices where they can ventilate their concerns such as the Office of Student Affairs and Guidance Office because of the bureaucracy and possibility of breach on the rule of confidentiality. Therefore, OSA, Guidance Office and other support units like clinic and security guards must develop a protocol in admitting VAW cases which should be friendly, non discriminatory and would uphold confidentiality. If not, then an Adolescent Care Center must be established which shall



- serve as a resource center for adolescent issues. Such center must include as part of its components an educational service for peers and service delivery in the form of counseling both face to face and hotline counseling;
5. Review university policies on sexual harassment and abuse against students which should include as part of its penalty a mandatory psychological therapy for the perpetrator and a comprehensive rehabilitation and reintegration program for the victims. It must also strengthen the rule on confidentiality to protect the identity of the parties involved;
  6. Most of those who experience VAW in this study would seek help from friends more than from anybody else. It is therefore a must to revitalize the Peer Counselors Program to expand its expertise in counseling VAW cases. It is recommended that the peer counselors must raise their visibility in the campus so that their counseling services becomes accessible;
  7. In this study, it is established that some of the perpetrators of violence are the teachers themselves. This raises both ethical and legal implications. As such, sessions on sexual harassment and child abuse must be included in the growth sessions of faculty members in every division/department;
  8. Key institutional offices must systematize their documentation procedure of VAW cases for purposes of providing a clear data for policy intervention in the future. This is due to the findings that not much of the records from these offices reviewed have been classified as VAW and disaggregated according to sex;
  9. Family and home, unexpectedly, became a perennial site of violence. Considering that the school's reach to the family is very limited, the university through its Parents Teachers Association can initiate programs that shall bring together the parents and the students to a dialogue on issues about violence, sexuality and spirituality;



10. This study does not claim to cover everything about VAW experiences of female students. Hence further studies are recommended, particularly the following:

- a. In the course of the study, anecdotal records reveal that there are emerging cases of Violence Against Men and Violence Against Gays. It is also interesting to determine the extent and forms of violence committed against men and gays. A study may also be designed to review men's perception of VAW;
- b. Adolescent's concept of a loving relationship has started to take new shape and form. The study accounts violence as a normal accent of a romantic and dating relationship. A study along this concept of love may help scholars define violence in a broader term.
- c. The polarities of violence and discipline have provided tension and friction among key actors like teachers and parents. It is suggested that a study on teacher and parents' perceptions of violence vis-à-vis the need to discipline the students and the children be done.

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**ANNEXES**

- A. PHOTO DOCUMENTARY
- B. SURVEY QUESTIONNAIRE
- C. VAW FORUM PROGRAM
- D. FORUM ATTENDANCE
- E. CORRESPONDENCE