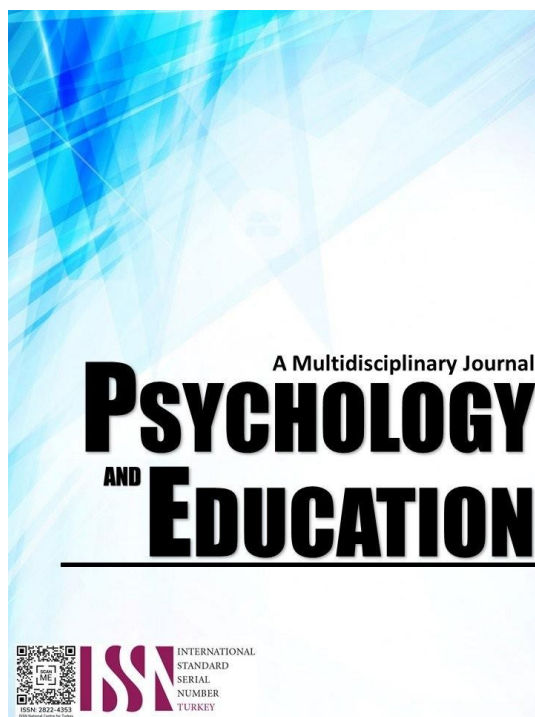


EMERGENCE OF GENDER-BASED VIOLENCE AMONG LEARNERS IN A PUBLIC SECONDARY SCHOOL TOWARDS THE DEVELOPMENT OF SCHOOL BASED GENDER AWARENESS PROGRAM



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Emergence of Gender-Based Violence among Learners in a Public Secondary School towards the Development of School Based Gender Awareness Program

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Abstract

The study aimed to assess the encountered gender-based violence of students in public school of Bambang National High School on the physical, psychological, sexual, and socioeconomic violence and its place of occurrence at home, school and community. The theoretical and conceptual framework of the study formed the basis of the prepared survey questionnaire. This study used a quantitative research design in approaching the objectives of the study. Survey questionnaire was utilized as data gathering tool. The study also determined the correlation between gender-based violence and place of occurrence. Assessments were differentiated in terms of respondents' profile such as, age, sex, and grade level. Results showed that the respondents are between 16 to 20 years old. Age and grade level differentiated the respondents' assessment of gender-based violence and place of occurrence, but not sex. Overall, the respondents assessed the gender-based violence they encountered as very low. The respondents' age and grade level constitute significant variations in their assessment of its place of occurrence. The assessment of gender-based violence encountered by the respondents significantly correlates with place of occurrence. Analysis of the results showed that psychological violence was the most encountered type of violence, followed by physical violence which both mostly occurred in school. The researcher developed a school-based awareness program on psychological gender-based violence, to heighten their knowledge and understanding on this type of violence and increase their practices that can lead to the total elimination of psychological gender-based violence incidents in the school, even at home and in the community.

Keywords: *developed school-based gender awareness program, emergence of violence, occurrence of violence, gender-based violence, place of occurrence*

Introduction

The Millennium Development Goals (MDG) era was concluded at the end of 2016 by the United Nations and ushered in the strong and metamorphic 2030 program for Sustainable Development Goals approved by leaders globally. The new plan prompts the attention of every leader across the world to start achieving the 17 Sustainable Development Goals for the upcoming 15 years. In pursuit of Goal 4, Republic Act No. 9155 known as the Governance of Basic Education Act of 2001 by the 12th congress of the Philippines. Declared that the policy of the government to safeguard the honor and dignity of all citizens to obtain basic education and to make it accessible to everyone through giving them free education and the need to at least finish their education in the elementary level and free education includes the alternative learning systems for every person aged 15 up to 24 that are not working, did not pursue college and are not working. It is the objective of basic education to provide them with the abilities, understanding, and principles they need to high-yielding, self-sufficient and a strong sense of love and pride to the country. The school shall be the heart of the structured and institutionalized learning process with the purpose of providing the best basic education for all learners. Meanwhile, the Magna Carta of Women enshrined in Republic Act No.9710 defined Gender and Development Program (GAD) as the society changes and development over time and a series of actions taken that promotes community involvement and increase sharing controls, fair and meeting own needs, nonviolent, ethical, empowered to choose their own decisions and self-actualization. The ramification of Gender and Development is the emergence of gender-based violence issues. Gender-based violence (GBV) is the collective term for injurious conducts of abuse committed on another person's will and embedded in system of different power among male and female. The United Nations describes violence against women as any action of gender-related that results in or is likely to result injury or affliction to women. Also, threats, forcing someone against their will or limiting an individual ability to move freely whether happening in public or in private life (UN Human Rights, 1993). The Department of Social Welfare and Development (DSWD), together with local government units (LGU's) and non – government organizations (NGO's), carry out the Parents Effectiveness Service (PES) and the Empowerment and Reaffirmation of Paternal Abilities Training (ERPAT). These organizations equip every mother and father with the right parenting from childhood development and maintaining positive conduct, medical care and rights duties of both parent and children. The ERPAT organization promote knowing the differences of male and female and able to raise and understand the basic needs of children are the changing role of informed and empowered fathers. Ned Olney of the Save the Children Organization uttered that the foundation of a just and peaceful society is the awareness and understanding of gender-based violence. To make a real difference in the lives of the young ones, we must display a culture of respect for their rights and stand up for their dignity and voices. Lotta Sylwander of UNICEF also says that the practice of compassionate and effective discipline provides the parents and children build a safer environment and learning and thriving of every child is fast and comfortable when they are free from violence (SMS, 2015)

Within the researcher's 14 years of teaching in a public school, a lot of gender-based violence encountered were seen in her school, inside and outside the classroom. Fighting or bad mouthing each other, male or female or in group or alone. These incidents included

spanking, pushing, punching, pulling the hair which are physical violence; uttering derogatory remarks, destroying property like books, bags etc., wolf whistling are other examples of gender-based violence. The researcher considered the idea that there might be more incidents of GBV in school where she is presently assigned, that might be occurring but are not reported to school authorities or even their families. Consequently, the problems about GBV cannot be addressed.

Gender-based violence is intended against a person regardless of gender. The violence against women breaches the human rights and a form of unfair treatment that results in inflicting injury physically, unwanted sexual activity and psychological distress. GBV includes violence against women and domestic violence where women and girls are the primary individuals who suffers violence. This causes serious damage to every family and even community (European Commission, 2020). A 2009 study conducted in the Philippines with 2,400 children revealed that adults typically use physical violence against children in school settings under the pretense of punishment. Pinching by adults is a common experience for 18% of 6–13 years of age. Followed by verbal violence such as shouting and spanking, experienced by 16% of 6–10 years of age and 13% of 9–13 years of age. 3 out of 10 in grades 1 up to 3 and 5 out of 10 from the secondary level suffer from physical, verbal and sexual violence that is committed by teachers and other staff (Plan Philippines, 2009).

In this study, the researcher aims to disclose the respondent's assessment of their encountered gender – based violence and place of occurrence differ significantly when grouped according to profile; unveil if there is a significant correlation between the respondents' assessment of their encountered gender – based violence along physical, psychological, sexual, and socioeconomic violence and their assessment on its place of occurrence in the home, school, and community; and develop an intervention program to increase awareness of gender-based violence based on the insights derived from the significant findings of the study.

Research Questions

This study's primary purpose is to assess the emergence of encountered gender-based violence among learners in Bambang National High School- Bambang Nueva Vizcaya, Philippines. Specifically, this study sought to answer the following questions:

1. What is the profile of the respondents in terms of age, sex and grade level?
2. What is the assessment of the respondents of their encountered gender-based violence along physical, psychological, sexual, and socioeconomic violence?
3. What is the assessment of the respondents of their encountered gender-based violence in terms of place of occurrence in the home, school, and community?
4. Does the assessment of the respondents on their encountered gender-based violence and place of occurrence differ significantly when grouped according to profile?
5. Is there a significant correlation between the respondents' assessment of their encountered gender-based violence along physical, psychological, sexual, and socioeconomic violence and their assessment on its place of occurrence along home, school, and community?
6. Based on the insights derived from the significant findings of this study, what intervention and management could be created to increase awareness of gender-based violence among learners?

Methodology

Research Design

The study utilized quantitative research design. This research method involves large sample sizes and focuses on the total of responses. The same questions were asked to the respondents as it is the standard design of quantitative research, and it guarantees that it can be analyzed fairly. Data can be analyzed quantifiably using statistical methods and in a numerical format (Ghanad, 2023). Quantitative research relies on the process of gathering data and analysis based on a logical method and focus on testing theory. Main features of quantitative research comprise data collection, findings are derived on larger size sample and with minimal errors.

Respondents

This study was administered at Bambang National High School, a public secondary School in Bambang School District I, Bambang, Nueva Vizcaya. In the province of Nueva Vizcaya, the municipality of Bambang is a first-class municipality. According to the 2020 census, it has a population of 55,789 inhabitants. In this study, there were 358 students participating from Grades 7 to 12 through quota random sampling of 10% of the total secondary school population.

Instrument

Data were collected using the following instruments:

Encountered Gender – Based Violence Checklist. This survey questionnaire was adopted from (Angayo, 2016) which she adapted from the Prevalence Survey Questionnaire of the Reproductive Health in Response Consortium. The questionnaire composed of items taken from the World Health Organization (WHO) multi-country studies on Domestic Violence, Demographic and Health Survey, A Physician for Human Rights Survey, and Impact of Events Scale and Hopkins Symptoms Checklist, and the International Society of Prevention of Child Abuse and Neglect (ISPCAN), and DepEd Order 40 s, 2012 (Child Protection Policy of the Department of

Education). The first part of the questionnaire includes their profiles in terms of age, sex and grade level. The respondents must answer 9-10 items per gender-based violence with its place of occurrence. Indication of their response is putting a check mark on the space based on the Likert scale provided. The survey questionnaire was pre-tested and was validated through Cronbach's Alpha with an assessed value of 0.85 which is generally interpreted as "good". Weighted mean in each of the three components was obtained and the extent of gender – based violence.

Procedure

Initially, the researcher requested permission from authorized school officials to conduct this study. When permission was granted, the researcher explored for the appropriate questionnaire and presented it to her adviser and pool of experts on the content of the study in research. Upon approval, it was subjected for pilot testing. The researcher identified the respondents and distributed the questionnaire after setting the schedule for administering the instrument with the school principal so as not to disrupt classes. The researcher administered the questionnaire herself to explain the respondents the nature and purpose of the study and to answer queries on items that are vague to the respondents and personally retrieved the questionnaire to ensure that all items in the questionnaire are completely and properly answered and to thank the respondents for the willingness and cooperation in completing the questionnaire. The responses were tallied in a worksheet and submitted for statistical treatment using SPSS version 20.

Data Analysis

Frequency Counts and Percentages. These were used to describe the profile of the respondents in terms of age, sex, and grade level.

Mean. This was used to determine the respondents' assessment of their encountered gender-based violence along physical, psychological, sexual, and socio-economic violence.

F-test and T-test. These were used to describe the differences on the respondents encountered gender-based violence along age, sex, and grade level.

Correlation coefficient. This was used to correlate the respondents' assessment of their encountered gender-based violence along physical, psychological, sexual, and socio-economic violence and their assessment on its place of occurrence. All inferences were based on the 0.05 (5%) level of significance.

Ethical Considerations

The researchers agree that ethical issues must be taken into account when carrying out the investigation. The respondents' complete consent to participate in the study was first acquired by the researcher. They were briefed on the study's purpose and primary objective by the researcher. The collected data's privacy was preserved.

Results and Discussion

Table 1. *Frequency and percentage distribution of respondents in terms of age, sex and grade level*

| Age | Frequency | Percentage (%) |
|-------------|-----------|----------------|
| 11 | 2 | 0.56 |
| 12 | 12 | 3.35 |
| 13 | 45 | 12.57 |
| 14 | 51 | 14.25 |
| 15 | 42 | 11.73 |
| 16 | 65 | 18.16 |
| 17 | 67 | 18.72 |
| 18 | 54 | 15.08 |
| 19 | 15 | 4.19 |
| 20 | 3 | 0.84 |
| 21 | 2 | 0.56 |
| Sex | | |
| Male | 164 | 45.81 |
| Female | 194 | 54.19 |
| Grade Level | | |
| Seven | 46 | 12.85 |
| Eight | 63 | 17.60 |
| Nine | 38 | 10.61 |
| Ten | 73 | 20.39 |
| Eleven | 71 | 19.83 |
| Twelve | 67 | 18.72 |

Table 1 reveals that based on the diverse age range, this finding implies that the respondents are of different grade levels - from Grade 7 to senior high school. As reflected in table 2, 65 or 18.16 % and 67 or 18.72% are 16 and 17 years old. The oldest respondents are 21

years old comprised of 2 or 0.56 % and 2 or 0.56% are 11 years. Fifty-four (54) or 15.08% are 18 years old, 51 or 14.25% are 14 years of age; 45 or 12.57 are 13; 42 or 11.78% are 15; 15 or 4.19% are 19 years of age; 12 or 3.35% are 12 years old, and 3 or 0.84% are 20 years old. According to Table 1, the highest number of respondents are in Grade 10 comprised of 73 or 20.39%; and the lowest are in Grade 9 with 38 or 10.61%. In between, arranged chronologically are 71 or 19.83% in Grade 11; 67 or 18.72 % in Grade 12; 63 or 17.60 % in Grade 8; and 46 or 12.85 % in Grade 7.

Table 2. Respondents' assessment on their encountered gender-based violence

| Encountered Gender-based Violence | Mean | Standard Deviation | Qualitative Description |
|-----------------------------------|------|--------------------|-------------------------|
| Physical Violence | 1.44 | 0.44 | Very Low |
| Psychological Violence | 1.73 | 0.61 | Low |
| Sexual Violence | 1.27 | 0.42 | Very Low |
| Socioeconomic Violence | 1.22 | 0.47 | Very Low |
| Overall Mean | 1.42 | 0.39 | Very Low |

Legend: 3.50-4.00 Very High, 2.50 – 3.49 High, 1.50 – 2.49 Low, 1.00-1.49 Very Low

In Table 2, the respondents assessed their encountered gender- based violence as indicated by the overall mean of 1.42 and standard deviation (SD), described quantitatively as very low.

Table 3. Respondents' Assessment of Their Encountered Gender-based Violence in terms of Place of Occurrence

| Encountered Gender-based Violence | Place Home | | Of Occurrence School | | Community | |
|-----------------------------------|------------|-------|----------------------|-------|-----------|-------|
| | f | % | f | % | f | % |
| Physical Violence | 175 | 48.88 | 246 | 68.72 | 70 | 19.55 |
| Psychological Violence | 200 | 55.87 | 293 | 81.84 | 146 | 40.78 |
| Sexual Violence | 87 | 24.30 | 176 | 49.16 | 66 | 18.44 |
| Socioeconomic Violence | 81 | 22.63 | 54 | 15.08 | 32 | 8.94 |

Table 3 shows that, in the home, psychological violence most likely occurs with the evidence of 200 frequency or 55.87%, followed by physical violence with a 175 frequency or 48.88%, 87 frequency or 24.30% sexual violence and 81 frequency or 22.63% on the socioeconomic violence. In school, psychological violence most likely happens with 293 frequency or 81.84% from the respondents, followed by physical violence 246 frequency or 68.72% and sexual violence of 176 frequency or 49.16% and 54 frequency or 15.08% on the socioeconomic violence. Impressively, the respondents reported that they rarely experience GBV in the community as marked by 146 or 40.78% psychological violence, 70 or 19.55% physical violence, 66 or 18.44% sexual violence and 32 or 8.94% socioeconomic violence.

Table 4. Summary of Computation on the Differences of the Respondents' Assessment on Their Encountered Gender- Based Violence when Grouped according to Age, Sex and Grade Level

| Age | Mean | Computed F-value | p-value | Remarks |
|-------------|------|------------------|---------|-----------------|
| 11 | 1.17 | | | |
| 12 | 1.91 | | | |
| 13 | 1.68 | | | |
| 14 | 1.42 | | | |
| 15 | 1.38 | | | |
| 16 | 1.35 | | | |
| 17 | 1.38 | 6.24 | 0.00 | Significant |
| 18 | 1.27 | | | |
| 19 | 1.27 | | | |
| 20 | 1.34 | | | |
| 21 | 1.33 | | | |
| Sex | | | | |
| Male | 1.17 | 0.185 | 0.854 | Not Significant |
| Female | 1.91 | | | |
| Grade Level | | | | |
| Seven | 1.68 | | | |
| Eight | 1.54 | | | |
| Nine | 1.40 | 9.19 | 0.000 | Significant |
| Ten | 1.31 | | | |
| Eleven | 1.35 | | | |
| Twelve | 1.30 | | | |

Table 4 describes that there is a significant difference in the respondents' assessment on their encountered gender-based violence when clustered according to age. This is testified by the computed F-value of 6.24 with a p-value of 0.000, which is very much lower than 0.05 level significance. It can be inferred from this finding that gender-based violence is encountered by adolescents aged 11-21 years.



Male respondents assessed their encountered gender-based violence with a mean of 1.17, whereas the female respondents gave a rating of 1.91, yet both were qualitatively described as low or rarely encountered. The mean difference of 0.74 was tested for significance and yielded a computed t-value of 0.185 and as p-value of 0.854, which is very much higher than the significance level of 0.05. As seen in the same table, respondents in grade seven had the highest mean (\bar{X} =1.68), then gradually decreasing to 1.54 in grade eight; 1.40 in grade 9; 1.31 in grade 10; 1.35 in grade 11; and 1.30 in twelve.

Table 5. Summary of Computation on the Differences of the Respondents' Assessment on Their Encountered Gender- Based Violence in Terms of Place of Occurrence grouped according to Age, Sex and Grade Level

| Age | Mean | Computed F-value | p-value | Remarks |
|-------------|------|------------------|---------|-----------------|
| 11 | 1.17 | | | |
| 12 | 1.91 | | | |
| 13 | 1.68 | | | |
| 14 | 1.42 | | | |
| 15 | 1.38 | | | |
| 16 | 1.35 | | | |
| 17 | 1.38 | 5.87 | 0.00 | Significant |
| 18 | 1.27 | | | |
| 19 | 1.27 | | | |
| 20 | 1.34 | | | |
| 21 | 1.33 | | | |
| Sex | | | | |
| Male | 1.17 | 0.135 | 0.893 | Not Significant |
| Female | 1.91 | | | |
| Grade Level | | | | |
| Seven | 1.68 | | | |
| Eight | 1.54 | | | Significant |
| Nine | 1.40 | 8.448 | 0.000 | |
| Ten | 1.31 | | | |
| Eleven | 1.35 | | | |
| Twelve | 1.30 | | | |

The Table 5 reveals that the respondents differed significantly in their assessment of the gender-based violence as to place of occurrence. This is signified by the computed F-value of 5.87 and p-value of 0.000 which is greater than 0.05 significance level.

Table 6 could be interpreted to mean that gender-based violence has something significant to do with where it happened.

Table 6. Summary of Correlation between the Respondents Assessment of Their Encountered Gender-Based Violence and Place of Occurrence

| Encountered Gender-based Violence | | Home | School | Community |
|-----------------------------------|----------------------|-------------|-------------|-------------|
| Physical Violence | Correlation | 0.629 | 0.655 | 0.385 |
| | Coefficient | Medium | Medium | Weak |
| | Level of Association | Association | Association | Association |
| | p-value | 0.000 | 0.000 | 0.000 |
| Psychological Violence | Remarks | Significant | Significant | Significant |
| | Correlation | 0.602 | 0.671 | 0.408 |
| | Coefficient | Medium | Medium | Weak |
| | Level of Association | Association | Association | Association |
| Sexual Violence | p-value | 0.000 | 0.000 | 0.000 |
| | Remarks | Significant | Significant | Significant |
| | Correlation | 0.666 | 0.789 | 0.465 |
| | Coefficient | Medium | Strong | Medium |
| Socioeconomic Violence | Level of Association | Association | Association | Association |
| | p-value | 0.000 | 0.000 | 0.000 |
| | Remarks | Significant | Significant | Significant |
| | Correlation | 0.710 | 0.650 | 0.507 |
| | Coefficient | Strong | Medium | Medium |
| | Level of Association | Association | Association | Association |
| | p-value | 0.000 | 0.000 | 0.000 |
| | Remarks | Significant | Significant | Significant |

The majority of the respondents, consisting of 194 or 54.19 % are female and 164 or 45.81% are male. This is a testimony that children, irrespective of gender, have equal rights to education. Gone are the days education when female children, upon finishing elementary grader, are told to stop, in favor of the male sibling, because of the traditional belief that females are destined to become housewives and mothers. Today, females are no longer relegated at the background, behind the male counterparts. Everyone is aware that at present

women are already engaged in occupations previously occupied only by men. In the Philippines, there were two female who were elected to the highest government position - the presidency and numerous women are senators, senators, congressmen, mayors, judge, military officers, pilots, CEOs and other important positions, both in the public and private sector. This is evidence that women are at par with men in many aspects.

Specifically, the respondents claim that they rarely encountered being choked or strangled by fist or string; never kicked or beaten; never threatened with a weapon or object like knife, gun, or other weapon that can harm; never dragged, shoved, pushed roughly or thrown, stabbed or that; or other violent physical acts as it stated in the Table number 2. They also admit they are rarely pinched or pulled in the ear or hair; slapped or spanked, punched or hit with the fist, hit, whipped, or struck on the head, face, or other parts of the body with a cake, broom, belt, or other objects. These findings imply that the public secondary school students are not experiencing physical violence. This could mean that their school is seriously implementing Republic Act 10627 or the Anti-Bullying which intends to protect children at all levels of education from being bullied. School management must have formulated policies and measures for the strict implementation of the Act. Further, the school management might have disseminated and oriented, the teachers and students that corporal punishment in any form constituted physical violence.

In this regard, DepEd reminds all public and private schools starting in kindergarten, elementary school, and high school of the significance of establishing and enforcing anti-bullying policies within their own establishments. The formation of the Child Protection Committee (CPC) in all public and private schools was mandated by DepEd Order No. 40, series of, 2012, also known as the DepEd Child Protection Policy, which established zero tolerance against any kind of child abuse. The second form of violence that was assessed as very low is sexual violence as marked by the mean of 1.27 and SD of 0.47. This connoted that the respondents had never been told of unwelcome sexual comments or jokes; denied of their sexuality or privacy, humiliated, criticized, or trying to be controlled, or their sexuality, denied of sexual information or education; forced to view pornographic materials or forced to participate at pornographic filming; subjected to unwanted kissing, grabbing or fondling; forced to remove or strip off their clothes; forced to perform sexual activity; subjected to forced prostitution; other similar acts. The very low evaluation of the respondents on the level to which they have encountered sexual violence or abuse can be attributed first to the teachers' and school personnel's adherence to the Code of Ethics for teachers, which mandates them to refrain from making disrespectful or inappropriate remarks or making sexual advances to their students or simply harassing them sexually. They are aware of the grave consequences they receive from the violation of the Code, so they had better make the right choice or decision. Second, is that students are made aware they are taught to discern when or how they are sexually harassed, what to do in case that happens, and how to avoid being the prey of sexual abuse. There is a high regularity of sexual violence in the Philippines as attested. One in five children, or 215% of the respondents, reported having been sexually abused, according to the 2016 National Baseline Study on Violence Against Children (NBS-VAC).

However, disclosures were low at 10%, and the majority of victims preferred to share their experiences with their peers and, to a lesser extent, their moms, even though the number of children who experienced sexual abuse was large. Another form of violence that received very low assessment is socioeconomic violence signified by the mean of 1.22 and SD of 0.47. This could mean that the respondents maintain that they were never neglected, unattended, or left by themselves without provision of their basic needs like food, water, and shelter, never forced to beg in the streets or public places as a means of living; denied of medical treatment, overworked or made to work under condition not conducive to good health; never insulted or ridiculed, and deprived of schooling. It can be construed that the respondents are well taken care of, that is, they that is, they are provided with their needs at home and school. Although they may not be affluent in life, their parents see to it that they are not neglected and that as much as possible they are not far behind their peers. Parents who make their children to be absent from work or to take care of their young siblings are isolated cases. This could be so, because perhaps parents recognize that it is their obligation to provide their children with the financial, moral and emotional support that they need. Simply put, the children are not neglected.

Roque et al. (2012) in their study, despite intimate partner violence being one of the more pressing societal issues globally, economic violence against women has presented little attention in most of the literature. This implies that in order to reduce the frequency of economic abuse against women in the Philippines, it is necessary to address the causes of economic violence. Meantime, psychological violence was rated low as marked by the mean of 1.73, and SD of 0.61. It suggests that the respondents received inappropriate criticisms, accused of telling a lie or blamed of stealing; insulted, ridiculed or deliberately made them feel bad about themselves; humiliated or belittled in front of other people; threatened them or someone they love to be hurt; intimidated or scared by someone; cursed or told that they are worthless or nothing but trouble; forced to swear a sin, to undress or disrobe or put anything that will make them look or feel foolish in front of others; and experienced someone confiscating or destroying personal property. In relation to this finding, it is observed that adults consciously or unconsciously spur words against younger people or even their peers, which they consider as simply expressions. They do not realize that such words can be regarded as verbal aggression, the fact that it causes threats, insults, humiliation, sarcasm or defamation. Fortunately, these acts happen occasionally or scarcely, implying that parents, teachers, and significant others are very careful with their utterances; and make sure that any word said does not hurt the feelings of the children or students. It could be that these adults have been oriented about this matter during PTA meetings, barangays forums, and conferences sponsored by PNP and for DSWD, hence, they must have been convinced or have realized that psychological violence can ruin the future of their children/students. Any act that produces psychological injury to a person is considered psychological violence, according to the European Institute for Gender Equality (EIGE) (2017). This might include coercion, verbal insults, harassment, and slander. An abusive

pattern of behavior, either inside or outside the home, school, or workplace, that persists over time is its key feature. In addition to having an impact on people's social networks and mental health, it also denies them opportunities for future social, economic, and personal development. Lehman and Alston (2023) defined psychological abuse as the behavior that aims to undermine a person's well-being or self-esteem. Psychological abuse can also be characterized as mental abuse or emotional abuse. The study of Rizvi and Najam (2014) examined the connection linking teenage mental health issues and psychological maltreatment that parents inflict on their children. Due to its covert nature, emotional abuse is claimed to be hard to prevent, but it can lead to the development of psychiatric issues. Hence, Homoroc et al. (2022) examined the connection between the psychological health of a subset of college students, specifically, those enrolled in one of the state colleges in Laguna, Philippines, and emotional maltreatment. The respondents admit that they have a very low level of assessment of gender-based violence. They claim that they are not physically, psychologically, sexually, and socio-economically abused.

As discussed earlier, this could be attributed to awareness of the students themselves, teachers, parents, and significant others of their human rights and the possible violations of these rights resulting in violence. To put it another way, it might involve domestic violence against women as well as violence against men or children living in the same home. GBV mostly affects women and girls, but it also seriously damages families and communities. Dahal et al. (2022) discussed that gender inequality and violence are not mutually exclusive phenomena but complex interrelated loops. The hierarchies based on power make women face subordination and violence in Nepal. According to the study, women's disadvantage stemming from poverty and illiteracy, as well as established gender disparities, can lead to interpersonal and sociocultural violence. In a similar manner, Blondeel et al. (2018) evaluated the prevalence of physical and sexual violence among 50 participants who were sexual and gender minorities, driven by their perceptions of sexual orientation and gender identity. The prevalence of physical and sexual violence ranged from 6% to 25% of people. The transgender people, the prevalence range 11.8% to 68.2%. One of the common societal problems in the country is violence against women. According to the Philippine Statistics Authorities 2022 National Demographic and Health Survey, a majority of Filipino women aged 15 to 49 report experiencing physical, sexual, or emotional abuse at the hands of their romantic partners. In 2021, 11,791 rapes, 1,595 acts of lasciviousness, and 8,399 physical assault crimes were registered. It is concerning that VAW continues even after these issues have been addressed. Violence against women is often referred to as gender-based violence seen to be directly associated with unequal power relations between men and women according to societal convention and traditions. Men assume the prominent roles in society and are perceived as the leaders, providers and pursuers. Similarly, Valdez et al. (2022) argued that the Philippines is one of the Western Pacific regions most gender-equal nations. However, it is clear that the social landscape is behind; 41% of victims do not seek victim assistance, and one in four Filipino women have experienced gender-based violence. Noticeably, the standard deviations of the computed mean are high which means that the mean responses of the respondents are widely dispersed or spread out from the mean score.

In Table 3, the assessment of the respondents on their encountered gender-based violence connotes that they feel loved, respected, safe and secure, well provided and are showered with affection, attention, care by their family teachers and significant others in the community. It could be that the people around the respondents are very much aware of the human rights of every person, or maybe, people in the home, school, and community are naturally good or kind that they could not afford to harm people, especially the young. In the case of psychological violence of the respondents' experienced, it may happen that those people inflicting psychological violence are not conscious that their actions or behavior are forms of psychological violence. They may not know that what they are saying and doing is hurting others; they do not know that what they say and do is actually a form of violence.

Table 3 specifically shows that the occurrence of gender-based violence - physical, psychological, sexual, and socioeconomic - are more prevalent in school as signified by the higher number and percentage of occurrence, especially on psychological violence. Aligned to this finding, Plan International (2013) estimated that there is a population of 246 million boys and girls who experienced school-related violence. School-related violence is a global phenomenon. There are attitudes and ideas in the public that support negative gender norms and tolerate acts of gender-based violence, and no school is immune to these. Gender based violence in schools is linked to agreed long term health risk, less academic performance and less financial stability. It keeps violent cycles going for decades. In addition to failing to fulfill their international human rights obligations, many nations will jeopardize the world's ability to attain the established development goals if they do not address it (Greene et al., 2012).

Nonetheless, Dune et al. (2016) said that it is impossible to separate job, community and family violence from school violence. The power disparity between men and women, the gender hierarchy and task division and societally accepted ideas of what behavior is considered masculine and feminine are the root causes of this violence. The school, alongside the home, is a main site for the construction of gender identity and gender relations built on socially sanctioned inequalities. A law was enacted to protect women in the Philippines from their abusive partners, in March 2004. Even if there are fewer abuse incidents now than there were 20 years ago many Filipino women still want to feel safe and secure, especially from their relationships. The risk of women in the Philippines becoming victims of abuse has not changed, despite the fact that they have begun to take on tasks outside of the traditional ones of managing the home and carrying children (Balita, 2024). High school seniors reported types of victimization; having something stolen, having property deliberately damaged, being threatened with or without weapon, and having been injured. Aware of dangers that exist in communities, many young people feel compelled to make changes in their lifestyles.

It appears in table 4 that 12-year-old children have the highest mean assessment, although this mean is still qualitatively described as

low; whereas the lowest mean is from the respondents aged 11 years, qualitative description as low. This could mean that as the respondents grow older, they perceive that they are likely to encounter gender-based violence, yet they experience this rarely. This could be attributed to the fact that as individuals grow in age, they have developmental changes; their needs, interests, circle of friends, emotional characteristics, and their values change. If left unaddressed, these issues would cause them to be bullied or violated or the other way round, become bullies themselves. The Cleveland Clinic (2013) defines adolescence as the period between childhood and adulthood. Children's bodies and brains change in a number of ways as they get closer to puberty. Along with intellectual, psychological, social, and bodily issues, this also includes the formation of their own moral compass. Similarly, anyone between the ages of 10 and 19 is considered an adolescent by the World Health Organization (WHO 2020). This age group falls within the WHO's definition of young people, which includes people 10 to 24 years old.

However, this age group—known as teenagers in many societies—is vulnerable to gender-based violence, according to the WHO. The mean difference of 0.74 was tested for significance and yielded a computed t-value of 0.185 and as p-value of 0.854, which is very much higher than the significance level of 0.05. This led to the acceptance of the null hypothesis that gender does not constitute any significant difference in the respondent's assessment on their encountered gender-based violence. This denotes that both male and female agree they have low level of assessment of their encountered gender-based violence, that is, they rarely experience physical, sexual, and socio-economic violence. It might be that both male and female respondents have similar needs, interests, cognitive abilities or social interrelatedness, because they are all adolescents even though they vary in some ways in their characteristics, especially on how they express their emotions. But just the same, they feel that they are not really victims of such violence. This finding is inconsistent with the concept cited by Angayo (2006) that sex-role typing affects personality through the effect it has on self-concept. When individuals see themselves favorably through the treatment they experienced from others, it will have a favorable effect on their character, and this will lead to interpersonal and social adjustments. Traditional sex and gender stereotypes show males as courageous, aggressive, sexually adventurous, and emotionally repressed, while women are depicted as timid, docile, emotionally sensitive, and sexually modest. Previous studies have demonstrated that these stereotypes place limitations on heterosexual relationships, reducing both men's and women's sexual satisfaction (Siegel et. al, 2018).

Aligned to their finding are several studies which support the observation that gender-based violence apply to both males and females. To mention a few, Leach et al, (2014.) showed that in some nations, girls are more likely to receive verbal and psychological types of punishment while boys are more likely to receive bodily punishment because they are seen as stubborn and unruly. While female teachers may be more inclined to employ verbal reprimands and females are frequently punished for not being sufficiently ladylike and obedient. Male professors demonstrate their power through physical punishment. Data in table 4 show that grade level, registered significant differences in the respondents' assessment of their encountered gender-based violence. This is marked by the computed F-value of 9.19 and p-value of 0.000 which is very much lower than 0.05, at level of significance. This resulted in the rejection of the null hypothesis that there are no significant differences in the respondents' assessment gender-based violence encountered when grouped according to grade level. reveals that the degree or level of encountered gender-based violence increases with grade level. This gradually decreasing downward trend in the respondents would mean that as the respondents reach higher level in their secondary school education, there is less likelihood that they become victims of gender-based violence in schools, including their transit from home to school. This can be attributed to the assumption that as students level up in grade placement, they might have consistently acquired knowledge and information, as well as values and attitudes towards gender-based violence. It could also be that through the years in school, they have gained stress tolerance so when they are provoked by others, they just keep calm and cool and choose to ignore their perpetrators. In other words, they have acquired control over their emotions, have recognized their rights and have become aware of the violation of these rights, and when and how to act against any abuse inflicted. The finding means that the respondent differed significantly in their assessment on encountered gender-based violence when grouped according to grade level (although all groups assessed it as low level), is related to the findings of some studies. In the Philippines, a study showed that at least 5 out of 10 children in Grades 1 to 3; 7 out of 10 in Grades 4-6; and 6 out of 10 in high school experienced some kind of violence in school, including from other students. (Plan Philippines, 2009).

In Table 5, the respondents' assessment is gradually decreasing they grow older, except for 11-year-old students who obtained the lowest mean of 1.17. From Grade 12 downwards, the level of encountered gender-based tends to decline. This finding could be interpreted to mean that gender-based violence happen in different levels when the place where the violence happened is considered. The respondents have varying evaluation of their experiences with regard to gender-based violence in the school, home, and the community, encountered. In other words, the violence encountered in school by the respondents may be different in the form of violence, who the violators are, and the school policies covering gender-based violence. In the home, the respondents, experiences in home-related violence may also differ since the respondents have diverse way of upgrowing or because of such factors as family structure, family size, financial problems, and others. Hence, the form and gravity of the violence also vary. Similarly, the form of violence encountered in the community may also differ with due consideration to its norms, standards, and traditions, Although the respondent's agreed that they were rarely abused either in the home, school, and community, the extent of that "rare" abuse still is significantly differentiated by age. The younger appears to be more bothered about gender-based violence than the older ones, perhaps, because the latter have reached physical, emotional, and social maturity to manage acts physical abuse in wherever place they are. Relative to this finding, the UNESCO Discussion Paper (2015) discussed that gender-based violation (GBV) knows no boundaries, this, worldwide phenomenon does not discriminate on the basis of geography, culture, ethnicity, or economy, and is often tolerated and

sustained by the very social institutions such as schools where children are expected to be safe and protected. GBV is a brutal violation of human right. One of the worst manifestations of gender discrimination and a major hindrance to the achievement of gender equality. Violence that occurs in and around school, also known as school related gender-based violence (SRGBV) continues to be a serious obstacle in realizing the right to education. SRGBV happens across the global community but manifests itself differently in various cultural and geographical context. Although their manifestations may differ, all instances relate to all acts of physical, sexual, and psychological violence inflicted on children in and around school because of the stereotypes and roles or norms attributed to or expected of them because of their sex or gendered identity. It also refers to the differences between girls' and boys' experience of and vulnerabilities to violence. Holding space for a loved ones' pain and trauma can be emotionally exhausting and can lead to feelings of anger, frustration, and helplessness. Family members may struggle with how to best, support the survivor while also processing their own emotions and experiences. They may also be impacted by institutional betrayal, witness systems not supporting their loved one in the ways that needed (Our Wave, 2023).

Fortunately, respondents of the current study, as perceived by themselves, rarely experienced school, home, community related gender-based violence mentioned in the foregoing discussions. The respondents' assessment of gender-based violence in terms of place of occurrence when grouped according to sex. The calculated t-value of 0.135 and p-value of 0.893 shows this, which is greater than the significance level of 0.05, resulted in the null hypothesis being accepted. This suggests that whether gender-based violence occurs in the family, at school, or in the community, men and women have the same perspective on it. This could be accounted to the observation that the respondents, whether male or female, are exposed to similar conditions, rules, norms and standards; similar culture and institutional culture and climate. It is apparent, though that the girl's assessment is more than the boys, but the difference is not significant. This finding invalidates the results of the relationships between gender and physical punishment survey of 270 grade-six students in Iloilo, Philippines.

According to the findings, most have been physically disciplined at home. According to Sanapo et al. (2011), beatings 49.7% and pinching 74.5% were the most often used forms of discipline for kids. According to Pinheiro (2006), discipline in schools frequently takes the form of gendered behaviors. There is significant difference in the respondents' assessment of the encountered gender-based violence in terms of place of occurrence when grouped according to grade level. This is indicated by the computed value of 8.448 and a p-value of 0.000 which is less than the 0.05 level of significance. This rejects the null hypothesis that there is no significant difference in the respondents' assessment of encountered gender-based violence in terms of occurrence when grouped according to grade level. It can be deduced that the differences may be due to differences in classroom environment. The classroom management style observed in each grade level may be different depending on the age, gender, or personality of the students in the class, as well as their academic experiences and interpersonal relationships. This means that those in the higher grade levels have adequate knowledge, skills, and values, than those in the lower grade level as evident in their mean assessment showing a downward trend. Evidently, as the students reach a higher step in their secondary education ladder, they become intellectually socially, emotionally, and morally, enough to be able to meet the challenges or face the impact of gender-based violence.

Table 6 may suggest that gender-based violence happening in the home may vary with what occurs in the school and in the community. For example, corporal punishment or physical violence may not be encountered or may rarely happen in school because of the law prohibiting corporal punishment, but the school may inflict verbal or logical violence. Socioeconomic violence is likely to happen more in the home and in the community, just as sexual violence is more likely to happen in school, based on reports of sexual harassment or acts of lasciviousness committed by teachers on students, and even teachers against other teachers. It is therefore construed that GBV can occur in any place- at home, in school, and in the community based on norms and standards they adhere to, based on accepted norms and standards of the society. Any type of violence can happen anywhere, but it could be said, a type of GBV is likely to occur in a particular place, as evident in Table 6. This finding proves that GBV persists to be an alarming issue concerning human right violations. Violence in school intertwines with violence in the home, the community, and the workplace.

Several insights derived from this study has provided basis for the researcher to present a program to instill in students, teachers, school administrators, families, and local leaders and members, awareness of gender-based violence that has been lingering for the past years, especially on the psychological violence that the respondents' assessment marks elevated than other GBV. Making these groups of people become aware of this prevailing condition would intervene with widespread gender-based violence or even eliminate its emergence in people's lives.

Conclusions

The findings show that the respondents are in their adolescence and in the grade level appropriate for their age; experienced low gender-based violence along physical, sexual, and socioeconomic violence taken as one but psychological violence in school was mostly encountered. They rarely encountered gender-based violence taken together at home and in the community, not in school. Age and grade level differentiated the respondents' assessment of gender-based violence and place of occurrence, but not sex and all the forms of gender-based violence correlates significantly with place of occurrences. The developed awareness program on gender-based violence may strengthen learners, teachers, parents and community's knowledge about psychological gender-based violence, which may reduce or minimize its occurrence. Implementing devotedly this awareness program gives the hope to every learner that gender-based violence can be eliminated completely.

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