



# **Gender Equality and Education in the Perpetration and Prevention of School-Related Gender-Based Violence in Laguna State Polytechnic University, Santa Cruz-Main Campus**

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**Abstract**— A research involving the Assessment of the Gender Equality and Education in the Perpetration and Prevention of School-Related Gender-Violence (SRGV) in Laguna State Polytechnic University, Santa Cruz Campus is described in this paper. The descriptive method of research was employed in this study to gather the necessary data and information on the study of SRGV. The purpose of this study is to examine current initiatives in combatting SRGBV in order to contribute to the dialogue of effective strategies for addressing SRGBV in differing contexts. The goal of the study is to further contribute to discussions of gender equity in schools and provide tools for heightening awareness. Specifically, this research intends to: 1.) Investigate the SRGBV that manifest in different context, 2.) Determine the initiatives (non-discrimination, right to education, or protection from all forms of violence) by the school in promoting gender equality and education in the Perpetration and Prevention of SRGBV, 3.) Determine the significant differences of the responses on the initiatives (non-discrimination, right to education, or protection from all forms of violence) by the school in promoting gender equality and education in the Perpetration and Prevention of SRGBV as perceived by the two group of respondents and, 4.) Develop a program/strategies that will focus on actions and intervention to promote gender equality and education in the Perpetration and Prevention of SRGBV.

**Keywords**— Gender Equality and Education, School-Related Gender-Violence, Laguna State Polytechnic University, Perpetration and Prevention of SRGBV.

## **I. INTRODUCTION**

Schools play a significant role in the socialization of the youth of a nation, however, they can also be sites for the production and reproduction of social inequalities and destructive discriminatory attitude. Schools take part in the process of implicitly legitimizing and reinforcing harmful gender norms through explicit approval of the status quo, (United Nations Gender Education Initiative & United Nations Educational, Scientific, and Cultural Organization, 2013). Gender norms play a role in the sanctioning of violent behavior towards girls, but also to boys who do not fit the social model of masculinity. UNESCO (2013), define School-Related Gender-Based Violence (SRGBV) as acts of sexual, physical or psychological violence inflicted on children in and around schools because of 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.

SRGBV occurs and affects students of all race, ethnicity, socio-economic standing, and cultures (UNESCO, 2013; Greene et al., 2013). Girls are most vulnerable to SRGBV and are more commonly thought of as victims of SRGBV, but boys can also be targets as well as members of the lesbian, gay, bisexual, and transgender (LGBT) community and gender-nonconforming youth.

SRGBV affects students' schooling and can hinder their right to obtaining and participating in their education to the fullest. Moreover, it causes psychological, emotional, and physical trauma for youth.

Students need to feel safe in schools and governments and communities have an obligation to protect youth; therefore, addressing SRGBV is imperative to providing students a safe and quality education as well as meeting our obligations to protect children.

SRGBV in a 2015 policy paper as: acts or threats of sexual, physical or psychological violence occurring in and around schools, perpetrated as a result of gender norms and stereotypes, and enforced by unequal power dynamics. It also refers to the differences between girls' and boys' experience of and vulnerabilities to violence.

SRGBV includes explicit threats or acts of physical violence, bullying, verbal or sexual harassment, non-consensual touching, sexual coercion and assault, and rape. Corporal punishment and discipline in schools often manifest in gendered and discriminatory ways.

Fulfilling the right to education requires attention to what that education will entail and the environment it will take place in. Students need to be aware that they are not alone in their experiences, and SRGBV is a violation of human rights that takes place in almost every country.

School-related gender-based violence is not limited to countries in the developing world and is a problem that can be found in almost every school. The purpose of this study is to examine current initiatives in combatting SRGBV in order to contribute to the dialogue of effective strategies for addressing SRGBV in differing contexts.

The goal of the study is to further contribute to discussions of gender equity in schools and provide tools for heightening awareness. Specifically, this research intends to: 1.) Investigate the SRGBV that manifest in different context, 2.)

Determine the initiatives (non-discrimination, right to education, or protection from all forms of violence) by the school in promoting gender equality and education in the Perpetration and Prevention of SRGBV, 3.)

Determine the significant differences of the responses on the initiatives (non-discrimination, right to education, or protection from all forms of violence) by the school in promoting gender equality and education in the Perpetration and Prevention of SRGBV as perceived by the two group of respondents and,

4.) Develop a program/strategies that will focus on actions and intervention to promote gender equality and education in the Perpetration and Prevention of SRGBV. Moreover, this study explores how school-related gender violence (SRGBV) manifests itself in its various forms of human rights and human rights violations. This study seeks to highlight how gender ideologies contribute to violence in and around schools while looking through a peace framework.

## **II. METHODOLOGY**

The descriptive method of research was employed in this study to gather the necessary data and information that help the researchers plan and carry out descriptive studies, design to provide rich descriptive details about people, places and phenomena. It often involves extensive evaluation and note-taking, as well as in depth narrative.

However, a descriptive research design can serve as the first step that identifies important factors, laying a foundation for more rigorous research in the study. This study involved students, faculty members and staff as the respondents from Laguna State Polytechnic University. The key instrument that was used in collecting data is a questionnaire. After checking and validating the questionnaires, necessary permit was secured by the researcher to conduct this study.

The copies of the questionnaires were multiplied base on the number of the respondents and was administered to the respondents. To assure confidentiality, the gather information was then transfer in a tally sheet. Subsequently, code was assign to each indicator. The encoded data was given to the researcher's statistician for the descriptive analysis.

The gathered data was interpreted and presented in textual and tabular forms and appropriate interpretation was made. The instrument that was used in the study is a questionnaire which was focused on the investigation of the SRGBV that manifest in different context. Also, the questionnaire adapted from Shiman, D. & Rudelius-Palmer, K. (1999).

Economic and Social Justice: A Human Rights Perspective in order to determination of the current initiatives (non-discrimination, right to education, or protection from all forms of violence) by the school in promoting gender equality and education in the Perpetration and Prevention of SRGBV.

Weighted mean and standard deviation was used to determine the School-Related Gender-Based Violence that manifest in different context and the determination of the current initiatives (non-discrimination, right to education, or protection from all forms of violence) by the school in promoting gender equality and education in the Perpetration and Prevention of SRGBV.

Also, t-test was used to determine if there is a significant difference on the responses on the initiatives by the school in combatting SRGBV by the two group of respondents namely, the students and the faculty/staff of LSPU.

### III. RESULTS AND DISCUSSION

**Table 1. Frequency and Percentage in the Forms of SRGBV in terms of Psychological Violence**

Psychological	STUDENT		FACULTY/STAFF	
	Frequency	Percentage	Frequency	Percentage
1.Social Exclusion based on gender or gender identity	8	4%	6	6%
2.Intimidation	180	90%	76	76%
3.Threat or Fear of Violence	8	4%	14	14%
4.Threat or fear of retaliation for reporting abuse	4	2%	4	4%
5.Coercion and Exploitation	0	0%	0	0%

As reflected from Table 1 on the percentages and frequencies in the forms of SRGBV in terms of psychological violence, it can be gleaned that intimidation got the higher percentage of 90% that manifest in the school community of LSPU, followed by social exclusion based on gender or gender identity and threat or fear of violence, both indicator got 4% as answered by the students, while threat or fear of retaliation for reporting abuse got the lowest percentage of 2%. Accordingly, on the part of the faculty/staff, intimidation also got the highest frequency of 76%, followed by threat or fear of violence and social exclusion based on gender or gender identity having 14% and 6% respectively. Threat or fear of retaliation for reporting abuse got the lowest percentage of 4% as answered by the respondents.

Petty theft that is principled in intimidation is also a form of bullying, particularly if it is repetitive (Ncosta and Shumba, 2013; Roman and Rumillo, 2011 as cited by Research Training Institute, 2016). Children from around the world also experience other acts of intimidation, including threats or acts of non-sexual physical assault experienced while students travel to and from school and in schools by teachers and peers, as well as excessive, unrelenting use of profanity ((bisika et al., 2009; Roman and Murillo, 2011; Parkes and Heslop, 2011 as cited by RTI, 2016).

**Table 2. Frequency and Percentage in the Forms of SRGBV in terms of Verbal Violence**

Verbal	STUDENT		FACULTY/STAFF	
	Frequency	Percentage	Frequency	Percentage
1. Gender and homophobic slurs	12	6%	4	4%
2. Comments about student's bodies	20	10%	10	10%
3. Cyberbullying	32	16%	24	24%
4. Humors and gossip	116	58%	58	58%
5. Teachers shouting/humiliating/ridiculing students	20	10%	4	4%
6. Offering sex for grades/academic advancement	0	0%	0	0%

It can be gleaned from Table 2 on the percentages and frequencies in the forms of SRGBV in terms of verbal violence, it can be further noticed from the responses of the students, that humors and gossip got the higher percentage of 58% that manifest in the school community of LSPU, followed by cyberbullying with 16%, comments about students bodies and teachers shouting/humiliating/ridiculing students, both got 10% while gender and homophobic slurs got the lowest percentage of 6%. Accordingly, on the part of the faculty/staff, humor and gossip also got the highest frequency of 58%, followed cyberbullying, 24%,

comments about student's bodies, 10% and gender and homophobic slurs and teachers shouting, both got a percentage of 4%.

Mean-spirited aggression teasing is a type of verbal attack that incorporates both humor and aggression (Shapiro, Baumesiter, & Kessler, 1991, as cited by Doll, Pfohl and Yoon, 2010). Many students reports that these forms of bullying are more harmful as physical aggression (Crick & Grotpeter, 1996; Crick et al., 2001; Newman & Murray, 2005 as cited by Doll, Pfohl and Yoon (2010).

**Table 3. Frequency and Percentage in the Forms of SRGBV in terms of Physical Violence**

Physical	STUDENT		FACULTY/STAFF	
	Frequency	Percentage	Frequency	Percentage
1. Corporal punishment	0	0%	0	0%
2. Unwanted touching	200	100%	100	100%
3. Acid attacks	0	0%	0	0%
4. Sexual violence and assault	0	0%	0	0%
5. Sexual intercourse between teacher and student	0	0%	0	0%
6. Rape	0	0%	0	0%

From Table 3, it shows that in terms of physical violence, the only indicator that manifest as a form of SRGBV in the school community of LSPU is unwanted touching, with 100% as perceived by two group of respondents as the subject of the study.

The two most defining characteristics of bullying is the intention to harm, wither physically or psychologically, and the power differential that exists between the perpetrator and the victim (RTI, 2016).

To define physical acts of sexual violence, it is helpful to distinguish between “unwanted sexual touching” and “unwanted sexual penetration.” Unwanted sexual touching is when a per-petrator touches a victim’s genitals or breasts without consent. Unwanted sexual penetration is when—without consent—a per-petrator penetrates a victim’s vagina, anus or mouth using his penis, finger, tongue or an object.

Sexual violence is purposeful, violent behavior. The perpetra-tor accomplishes sexual violence through threat, coercion, exploita-tion, deceit, force, physical or mental incapacitation, and/or using power or authority. While sexual desire is a normal part of the human experience, it is wrong to use force or coercion in order to fulfill those desires. Sexual arousal never justifies threatening and unwanted sexual behavior toward another person (Safe Connections, n.d.)

**Table 4. Mean and Standard Deviation on the initiatives (non-discrimination, right to education, or protection from all forms of violence) by the school in promoting gender equality and education in the Perpetration and Prevention of SRGBV.**

INDICATOR	MEAN	STANDARD DEVIATION	VERBAL INTERPRETATION
1. My school is a place where students are safe and secure.	3.28	0.611	Sometimes





2. All students receive equal information and encouragement about academic and career opportunities.	3.45	0.568	Sometimes
3. Members of the school community are not discriminated against because of their life style choices, such as manner of dress, associating with certain people, and non-school activities.	3.21	0.504	Sometimes
4. My school provides equal access, resources, activities, and scheduling accommodations for all individuals.	3.07	0.617	Sometimes
5. Members of my school community will oppose discriminatory or demeaning actions, materials, or slurs in the school.	3.82	0.664	Very often
6. When someone demeans or violates the rights of another person, the violator is helped to learn how to change his/her behavior	3.55	0.572	Very often
7. Members of my school community care about my full human as well as academic development and try to help me when I am in need.	4.01	0.669	Very often
8. When conflicts arise, we try to resolve them through non- violent and collaborative ways.	3.11	0.616	Sometimes
9. Institutional policies and procedures are implemented when complaints of harassment or discrimination are submitted.	3.55	0.596	Very often
10. No one in our school is subjected to degrading treatment or punishment.	3.27	0.510	Sometimes
11. My personal space and possessions are respected.	3.27	0.549	Sometimes
12. My school community welcomes students, teachers, administrators, and staff from diverse backgrounds, cultures, and identities, including people not born in the Philippines.	3.75	0.605	Very often
13. I have the liberty to express my beliefs and ideas (political, religious, cultural, or other) without fear of discrimination.	2.54	0.581	Very often
14. Members of my school can produce and disseminate publications without fear of censorship or punishment.	3.02	0.667	Sometimes
15. Diverse voices and perspectives (e.g. gender, race/ethnicity, ideological) are represented in courses, textbooks, assemblies, libraries, and classroom instruction.	2.62	0.528	sometimes
16. I have the opportunity to express my culture through music, art, and literary form.	3.54	0.601	Very often
17. Members of my school have the opportunity to participate (individually and through associations) in democratic decision-making processes to develop school policies and rules.	3.10	0.518	Sometimes



18. Members of my school have the right to form associations within the school to advocate for their rights or the rights of others.	3.45	0.604	Sometimes
19. Members of my school encourage each other to learn about societal and global problems related to justice, ecology, poverty, and peace.	3.59	0.674	Very often
20. I take responsibility in my school to ensure other individuals do not discriminate and that they behave in ways that promote the safety and wellbeing of my school community.	3.09	0.538	Sometimes
<b>Composite Mean</b>	<b>3.31</b>	<b>0.589</b>	<b>Sometimes</b>

**Legend:**

**Range**

4.20-5.00

3.40-4.19

2.60-3.39

1.80-2.59

1.00-1.79

**Verbal Interpretation**

*Always/Yes*

*Very Often*

*Sometimes*

*Rarely*

*Don't Know*

The results indicated in Table 4 revealed an overall weighted mean of 3.31, SD=0.589 which shows that the respondents rate the initiatives (non-discrimination, right to education, or protection from all forms of violence) by the school in promoting gender equality and education in the Perpetration and Prevention of SRGBV to have verbal interpretation of “sometimes”.

The top three high responses indicator ratings are: Members of my school community care about my full human as well as academic development and try to help me when I am in need with mean of 4.01, SD=0.669, followed by Members of my school community will oppose discriminatory or demeaning actions, materials, or slurs in the school with mean of 3.82, SD=0.664 and My school community welcomes students, teachers, administrators, and staff from diverse backgrounds, cultures, and identities, including people not born in the Philippines with mean of 3.59, SD=0.674 respectively.

Sexualized and gendered violence are essential parts of organizational culture, including educational organizations. Competitions for success, fight for normativity and gender-based hierarchical value systems are the central characteristics that maintain these phenomena. These issues are also apparent in the globalization processes.

They challenge teachers to work as empowered and intellectual actors who are able to analyze what is happening, it is important that teachers are able to make decisions promoting dignity and equity that they are qualified to support human development in this direction. As transformational intellectuals, teachers are ready to take a critical look at social reality and make challenges if necessary (Sunnari, Kangasvuo and Heikkinen, 2002).

**Table 5. T-Test Analysis on the mean difference on the responses on the initiatives (non-discrimination, right to education, or protection from all forms of violence) by the school in promoting gender equality and education in the Perpetration and Prevention of SRGBV as perceived by the two group of respondents**

INDICATOR	X <sub>1</sub>	X <sub>2</sub>	SD <sub>1</sub>	SD <sub>2</sub>	t-value	Sig.	REMARK
1. My school is a place where students are safe and secure.	3.9467	3.8673	.45325	.47468	.172	.000	NS
2. All students receive equal information and encouragement about academic and career opportunities.	4.5743	4.3651	.6380	.54120	.006	.000	NS
3. Members of the school community are not discriminated against because of their life style choices, such as manner of dress, associating with certain people, and non-school activities.	4.5127	4.3441	.6312	.56721	.076	.000	NS
4. My school provides equal access, resources, activities, and scheduling accommodations for all individuals.	3.9800	3.8850	.57311	.57867	.186	.000	NS
5. Members of my school community will oppose discriminatory or demeaning actions, materials, or slurs in the school.	4.5812	4.3401	.61254	.5309	.008	.000	NS
6. When someone demeans or violates the rights of another person, the violator is helped to learn how to change his/her behavior	3.9133	3.9115	.46251	.60589	.978	.000	NS
7. Members of my school community care about my full human as well as academic development and try to help me when I am in need.	4.6117	4.7719	.50063	.51114	.035	.000	NS
8. When conflicts arise, we try to resolve them through non- violent and collaborative ways.	4.0533	3.9823	.73991	.73171	.950	.000	NS
9. Institutional policies and procedures are implemented when complaints of harassment or discrimination are submitted.	3.9067	3.8850	.46842	.62324	.747	.000	NS





<b>10. No one in our school is subjected to degrading treatment or punishment.</b>	3.9272	3.9825	.40050	.45056	.479	.000	NS
<b>11. My personal space and possessions are respected.</b>	3.9800	3.8850	.57311	.57867	.186	.000	NS
<b>12. My school community welcomes students, teachers, administrators, and staff from diverse backgrounds, cultures, and identities, including people not born in the Philippines.</b>	3.9133	3.9115	.46251	.60589	.978	.000	NS
<b>13. I have the liberty to express my beliefs and ideas (political, religious, cultural, or other) without fear of discrimination.</b>	4.3242	4.2856	.5321	.4765	.562	.000	NS
<b>14. Members of my school can produce and disseminate publications without fear of censorship or punishment.</b>	3.9009	3.8812	.4676	.6287	.747	.000	NS
<b>15. Diverse voices and perspectives (e.g. gender, race/ethnicity, ideological) are represented in courses, textbooks, assemblies, libraries, and classroom instruction.</b>	3.9173	3.9165	.4681	.6004	.978	.000	NS
<b>16. I have the opportunity to express my culture through music, art, and literary form.</b>	4.3274	4.2817	.5390	.4794	.562	.000	NS
<b>17. Members of my school have the opportunity to participate (individually and through associations) in democratic decision-making processes to develop school policies and rules.</b>	4.2717	4.1512	.5790	.5254	.210	.000	NS
<b>18. Members of my school have the right to form associations within the school to advocate for their rights or the rights of others.</b>	3.7282	3.9825	.50993	.35311	.001	.000	NS
<b>19. Members of my school encourage each other to learn about societal and global problems related to justice, ecology, poverty, and peace.</b>	3.9612	3.8947	.40901	.52184	.396	.000	NS



<b>20. I take responsibility in my school to ensure other individuals do not discriminate and that they behave in ways that promote the safety and wellbeing of my school community.</b>	4.0291	3.8947	.40901	.47953	.074	.000	NS
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Level of Significance: 0.05

**LEGEND:**

$X_1$ =mean score of students

$X_2$ =mean score of faculty/staff

$SD_1$ =standard deviation of students

$SD_2$ =standard deviation of faculty/staff

$S$ =significant

$NS$ =not significant

Based on the data presented in Table 5 above, it was observed that, the t-test calculated value for all the indicators listed on the responses on the initiatives (non-discrimination, right to education, or protection from all forms of violence) by the school in promoting gender equality and education in the Perpetration and Prevention of SRGBV as perceived by the two group of respondents were less than the tabular value for the indicators at 0.05 level of significance. Therefore, it was upheld for the listed items/indicators, hence it was concluded that, there was no significant difference between the mean responses of students and faculty/staff of LSPU.

School-related gender-based violence is a widespread barrier to girls' attaining educational equity, which also brings with it many health risks. Addressing power imbalances between men and women is central to preventing gender violence, and this process must be deeply rooted in schools (United States Agency for International Development, 2003).

**CONCLUSION**

Education is so often thought as the cure for societal ills such as inequality and discrimination. However, education has the potential to create harm as well. For instance, there are many activities and experiences undergone by students in schools that not only fall short of fulfilling the right to education, but actually represent abuses of other human rights.

Education presents the opportunity for two realities. First, education can foster critical thinking and the "questioning of the existing social order" in order to produce positive change.

On the other hand, education can produce and reproduce social inequalities while maintaining a system that privileges some and subordinate's others. Thus, argues that when discussing the right to education it is critical to discuss what education will correspond to that right.

The education that students received needs to be intentional with the opportunity for youth to question their realities and transform their realities. There is an urgent need to understand SRGBV further, how education contributes to the violence, and how education can be used to combat it.

## RECOMMENDATIONS

Despite the position of the school community in the global society and its developed status, it has a long way to go to ensure the safety of all students throughout the university. SRGBV is a serious violation of youth's rights since it not only violates their rights to education, but their right to dignity, health, and peace. The Laguna State Polytechnic University needs to pay more attention to the roles of gender and gender ideologies in the school safety and violence discourse.

Moreover, LSPU must incorporate all genders into the classroom and educate the entire school population including staff, teachers, and students about gender awareness and sensitivity so that students can claim their rights as well as to fulfil their responsibilities to respect and advocate for other's rights.

Changing textbooks and the curriculum will not be sufficient in promoting the gender disparities. Gender inequalities are deeply rooted in society and the education system. There should be a required action needed for the education of SRGBV for all students in the school community.

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