

# Hazing Perceptions and Experiences of Students in A Higher Education Institution: Basis for An Intervention Program

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## ABSTRACT

Hazing remains the leading cause of violence on higher education campuses in the Philippines, despite efforts to prevent it. Many school authorities avoid hazing by imposing moratoriums on Greek letter societies, leading to underground operations. Despite numerous programs urging students to avoid and report such activities, the prevalence of college hazing remains difficult to gauge. This study aims to inform legislators, police officers, higher education institutions, and the community about the importance of anti-hazing laws. A quantitative research study was conducted on 160 students at Palawan State University, using convenience sampling. The results showed that respondents well perceived the severity of hazing, including its potential for traumatic consequences, the problem of causing bodily harm, and the unacceptable nature of hazing activities. However, they rarely experienced hazing acts such as being compelled to remain silent, sing or chant in public, being yelled at, made fun of, forced to participate in drinking games, being pressured to eat something unfavorable, or being required to attend mandatory events. Despite some hazing acts mentioned, the overall pattern indicates that students rarely experience most of the indicators of hazing acts. The study provides valuable insights for future research on hazing and other forms of violence in higher education institutions.

**Keyword:** hazing, students, perceptions, experience, higher education institutions

## INTRODUCTION

Hazing, a serious issue with the potential for severe injury and even death, directly contradicts the aspirations of the Philippine Development Plan 2023-2028, specifically its goals of promoting human development and ensuring a safe and inclusive society. The plan prioritizes the well-being of all Filipinos, including students, and aims to create an environment where everyone can reach their full potential. Hazing, however, undermines these goals by inflicting physical and psychological harm on individuals, often as a prerequisite for membership in fraternities, sororities, or other organizations.

The Anti-Hazing Act of 2018 (RA 11053) seeks to regulate initiation rites, recognizing that while some traditions may be valuable, they must never come at the cost of human dignity and safety. The recent death of John Matthew Salilig underscores the urgency of addressing this issue, highlighting the need for robust enforcement of the law and a cultural shift that prioritizes respect, inclusivity, and the well-being of all individuals. By working together, educational institutions, law enforcement, and communities can create a safer and more just environment for all Filipinos, aligning with the vision of a prosperous and equitable Philippines outlined in the Philippine Development Plan 2023-2028.

The law also sought not to declare illegal the holding of initiation rites. It intends to regulate how student organizations undertake initiation rituals (Gabriel, 2016). The recent death of John Matthew Salilig, a

Catholic student at Adamson University in Manila, has raised the issue of hazing and all those practices, such as "initiation rites," to associations, clubs, or fraternities present in schools and universities in the Philippines (Agenzia, 2023).

Similarly, a criminology student died from hazing-induced injuries inflicted on him by members of a fraternity at an abandoned building in Quezon City.

Police identified the victim as Ahldryn Lery Chua Bravante, 25, from Imus, Cavite, a fourth-year criminology student at the Philippine College of Criminology, who died after hazing, which was part of the initiation rites of the fraternity (Manila Bulletin, 2023).

Hazing has led to neophyte injuries and deaths in the country's schools from 1954 to the present. Some have been reported in Manila-based universities as well as in the Visayas and Mindanao. University of the Philippines (UP) fraternities have also been implicated in some hazing deaths. Hundreds have been killed in many such incidents and various institutions, including the police and military academies, over the last seven decades (Businessworld, 2023). It should be noted that, between 1954 and 2023, 66 students were killed in the Philippines as a result of abuse and violence related to initiation parties in student fraternities of all kinds (Agenzia, 2023).

The failure of RA 8049 to deter the commission of hazing affects the operation of HEI not only in the promotion of the holistic development of students in an atmosphere of peace and safety but also in realizing its mandate as the bastion of learning opportunities, leadership skills, and the development of student's personalities through well-planned student, academic co-curricular, and extracurricular activities (Bawan et al., 2017).

In terms of the effects of RA 8049 in reducing hazing-related incidents, based on the results of the study, more of the hazing-related cases were dismissed, and despite the existence of the present Anti-Hazing Law, hazing-related incidents are more prevalent, and initiation rites inflicting physical violence and other forms of abuse are still widely practiced by different fraternities (Camanso, 2018).

## **Literature Review**

Focusing on hazing perceptions and experiences of students in a Philippine higher education institution aligns with existing research on hazing, acknowledging its prevalence in college settings and its potential for severe harm. However, my study distinguishes itself by centering on the unique context of the Philippines, with its distinct cultural and legal landscape. While existing research often explores the US context, my study delves into the specific challenges faced in the Philippines, where hazing remains a persistent issue. Unlike research that broadly examines the forms, causes, and interventions for hazing, my study uniquely focuses on the perceptions and experiences of students themselves, aiming to understand their perspectives and inform the development of a tailored intervention program.

Furthermore, my research acknowledges the specific legal framework in the Philippines, particularly the Anti-Hazing Act of 2018 (RA 11053), and its impact on hazing practices, a dimension often less explored in existing research. This study aims to fill the gap in existing research by providing insights into the Philippine context, its cultural nuances, and the unique challenges posed by the legal framework. By focusing on student perspectives, my research offers a valuable understanding of their lived experiences of hazing, which can inform the development of effective intervention programs. Ultimately, this research seeks to contribute significantly to the understanding and prevention of hazing in the Philippines, providing a foundation for developing effective intervention programs tailored to the specific needs and challenges of the local context.

Women athletes are more likely to be involved in alcohol-related hazing, while football players are most at risk. Media accounts of hazing events often focus on crimes committed by students on sports teams rather than sports-related incidents. These events often involve violent crimes, sexual assaults, and false imprisonments, with victims suffering physical, psychological, and sexual assaults that end their careers in sports.

The public is partially aware of the disconnect between hazing events and media narratives rooted in tradition, acceptance, initiation, or ritual (TAIR Model). This study aims to expand on existing research on chapter advisors' perceptions and understanding of their responsibilities in hazing prevention. Existing research shows that chapter advisors are not prepared, receive little training, and are forced to teach themselves.

Hazing can have varying reactions, depending on the severity of the hazing, individual characteristics, and past experiences. Physical consequences can include exhaustion, headaches, hangovers, illnesses, injuries, and scars. To avoid being hazed by a group, stay connected with friends outside the group and openly discuss experiences.

The Anti-Hazing Act of 2018, also known as RA 11053, was signed into law in the Philippines to improve the implementation of the Anti-Hazing statute. The death of John Matthew Salilig, a student at Adamson University, at the hands of his purported fraternity "brothers" serves as a warning to everyone, especially those with family members who have suffered similar injustices.

Since 1954, hazing has resulted in numerous injuries and deaths in the nation's schools. The panel stated that fraternities, sororities, and similar organizations should be jointly and solidarily liable to the families of the victims by making them liable to pay a fine of \$20,000,000 for any death or physical injuries that result from any of the initiation activities of their organization. Instead of a ban on fraternities, all organizations should be compelled to register their chapters with the local police and provide a list of their members and officers.

The Anti-Hazing Law (RA8049) was recently amended into the Anti-Hazing Law of 2018 (RA11053) to prohibit hazing, with all higher education institutions (HEIs) obligated to take specific and formal actions to force unregistered or unrecognized organizations to register or be recognized by the appropriate school authorities. This investigation focuses on the persistent issue of hazing in higher education institutions, a problem similar to bullying. Research on its causes, effects, and prevention is still in its early stages, with gaps identified due to legal controversy, a culture of silence, and a machismo culture in Philippine society. The researcher found that student organizations often overlook institutional policies prohibiting minority recruitment and do not fully comply with RA 8049 provisions. Despite the Anti-Hazing Law, hazing-related incidents remain prevalent, and the effectiveness of RA 8049 in reducing such incidents remains unclear. The study aims to determine the perception and experience of hazing students in higher education institutions for an intervention program.

### **Conceptual Framework**

The researcher conceptualized the INPUT-PROCESS-OUTPUT (IPO) to determine the extent of hazing perceptions and experiences of students in higher education institutions. This framework is hereby presented in:

The input consists of variables measuring the assessment of the extent of hazing students in terms of perceptions and experiences, with consideration of the legal basis, theories used, and tools.

The process consists of the development of a survey questionnaire, collection of data, collation of

questionnaires, analysis and evaluation of data, tabulation of data, statistical treatment of data, interpretation of data, and presentation of data.

The output is that the program may be formulated to prevent the hazing experiences of students in higher education institutions.

The input was made possible through the process consisting of the development of a survey questionnaire, collection of data, collation of questionnaire, analysis and evaluation of data, tabulation of data, statistical treatment of data, interpretation of data, and presentation of data.

The output was the formulated academic intervention program to enhance the hazing perceptions and experiences of students in higher education institutions.

The feedback loop represents the process where inputs are created. For the input, when an individual encounters a situation and has insufficient capacity to tolerate hazing, they may struggle to accept it. This can be due to feelings of embarrassment or an inability to overcome the experience. The processed data collected and analyzed by this study were the basis for formulating an academic intervention program. The outcome of this study, which is an academic intervention program to enhance the hazing experience of the students, will be tested and implemented. Feedback from the outcome will be used as input and as a reference for further enhancement and future studies.

### Significance of the Study

This portion of the research will be a substantial addition to the massive data collection on the extent of hazing perceptions and experiences of students. In addition, the findings of this study may be significant and advantageous for the following:

**Higher Education Institution:** This study will provide valuable insights for university officials and administrators to effectively combat hazing and all forms of violence within their institutions. It can inform the development of more comprehensive policies, training programs for staff and students, and intervention strategies to address hazing incidents.

**Students:** This study will directly benefit students by raising awareness about the dangers of hazing and empowering them to identify and report incidents. It can also provide students with resources and support to address their own experiences with hazing or to help others who may be experiencing it.

**Parents:** This study will provide parents with crucial information about the prevalence and dangers of hazing, enabling them to better understand the risks their children may face and equipping them to have open conversations with their children about this issue. It can also help parents identify signs of hazing and know how to support their children if they are experiencing it.

**Philippine National Police:** This study can serve as a guide for police officers in implementing the Anti-Hazing Law, providing them with a deeper understanding of the complexities of hazing and the challenges faced in addressing it. It can inform the development of training programs for law enforcement officers and improve their ability to investigate and respond effectively to hazing incidents.

**Policy Makers:** This study will provide legislators and other policymakers with valuable data and insights to inform their decision-making processes regarding hazing prevention and intervention. It can help them develop more effective legislation and policies to address the issue and create a safer environment for students.

**Community:** This study will raise awareness among the broader community about the dangers of hazing and the importance of supporting anti-hazing initiatives. It can encourage community members to speak out against hazing, support victims, and participate in efforts to prevent future incidents.

**Future Researchers:** This study will provide a valuable resource for future researchers investigating hazing and related issues, offering insights into the prevalence, forms, and impact of hazing, as well as potential intervention strategies.

**The researcher herself:** This study will provide the researcher with a deeper understanding of the complex issue of hazing and its impact on students and communities. It will also provide the researcher with valuable experience in conducting research and contributing to the field of education and social justice.

By focusing on these key beneficiaries, the research can have a significant and lasting impact on addressing the issue of hazing in the Philippines.

### **Objectives of the Study**

The researcher observed that despite the existence of the current Anti-Hazing Law, hazing-related incidents are more common, and initiation rites inflicting physical violence and other forms of abuse are still widely practiced by various fraternities. If not recognized, reported, and properly addressed, hazing, a problem that frequently affects student groups, organizations, and sports, may grow into a larger concern. If these issues are not appropriately handled, emerging leaders may come to believe that it is acceptable to engage in violent, offensive, or degrading behavior when integrating new members and fostering cohesion in certain settings. Thus, this study will be formulated to determine the extent of the perception and experiences of students in higher education institutions as a basis for an intervention program.

## **METHODOLOGY**

### **Research Design**

The researcher employed quantitative research to determine the extent of perception and experience of hazing students in higher education institutions. According to Sis International Research (n.d.), quantitative research is a structured way of collecting and analyzing data obtained from different sources. Quantitative research involves the use of computational, statistical, and mathematical tools to derive results. It is conclusive in its purpose as it tries to quantify the problem and understand how prevalent it is by looking for projectable results for a larger population. The study utilized a descriptive and experimental research design because the researcher wanted to describe the current status of students' hazing perceptions and experiences in higher education institutions.

### **Research Method**

The study utilized a descriptive-evaluative research design, a methodological approach used to gather and analyze data to provide a detailed description of a phenomenon or event. It is a non-experimental design that focuses on describing and understanding the experiences and perspectives of participants. This type of design is beneficial when little is known about a topic, when baseline data is needed, or when generating hypotheses.

The study used surveys to collect quantitative data from a sample of students, gathering information about their demographics, awareness of hazards, attitudes, and personal experiences with hazards. This approach aims to provide a comprehensive overview of the issue, identify key trends and patterns, and establish a foundation for further research. By analyzing the data using statistical techniques, the study will identify patterns, trends, and statistically significant differences in the data, ultimately providing a

comprehensive and insightful account of hazing in the chosen institutions. This understanding is crucial for developing effective interventions and prevention strategies to address this harmful practice.

The three main purposes of descriptive research are to describe, explain, and validate the findings (Kakkar, 2019). Descriptive methods of research will be used to determine the profile of the respondents and the hazing perceptions and experiences of students of higher education institutions.

### **Population of the Study**

The researcher used convenience sampling in this study. Participants in the study were the selected students at the higher education institution, particularly Palawan State University. The researcher chose participants who were convenient to respond to the researcher's current study on hazing perceptions and experiences of students in higher education institutions. The number of respondents highly depends on data saturation. The survey instrument is the primary tool for this study. The researcher came up with a total of 160 students enrolled in different colleges at Palawan State University.

### **Data Gathering Tools**

The questionnaire was used as the main tool in the data-gathering.

Administering a questionnaire as the main tool for data-gathering involves several key steps to ensure effective, reliable, and valid data collection. The process began with a preparation phase, where the researcher defined the objectives, identified the target population, and designed clear, unbiased questions suited to the research goals.

Next, a pilot test was conducted with a small subset of respondents to identify and address potential issues, ensuring the questionnaire is refined and effective.

During the administration phase, the researcher selected the mode of administration—either self-administered (physical or digital) or researcher-administered (face-to-face or via phone)—and distributed the questionnaire physically or digitally. To maximize responses, she engaged with respondents through motivation and follow-up reminders.

In the data collection phase, responses were monitored, and any issues were addressed promptly.

Finally, the post-administration phase involved checking for completeness, validating responses, and managing any missing data.

Throughout the process, the researcher followed best practices by maintaining anonymity, simplifying instructions, managing time efficiently, and avoiding bias. By carefully implementing these steps, researchers can gather meaningful data that aligns with the study's objectives.

### **Data Gathering Procedures**

The following procedures were observed in the gathering of data after the validation of instruments: First, the researcher wrote a consent letter and sent it out to the college dean to ask for approval to conduct the study and for participants to participate. The researcher formulated the survey questionnaires for the respondents. Then, the researcher seeks the assistance of analysts and professionals to determine the validity and reliability of the research instrument through a letter. The researcher disseminated the survey questionnaires, and retrieval was done at once.

Furthermore, the researcher tallied the responses, tabulated them, and computed the data gathered with the guidance of her statistician, consultant, adviser, and professor. Lastly, the researcher presented the data in textual and tabular forms with due consideration of the subproblems and hypotheses of the

research study, which serves as the basis of the conclusion and recommendation of the study.

**Treatment of Data**

In this study, the data obtained in the survey were analyzed and evaluated using the following statistical treatments:

The frequency and percentage distribution were used in tallying and tabulating the demographic profile of the respondents.

The percentage techniques were used in analyzing and evaluating the data on the profile of the respondents using the formula:

$$P = \frac{f}{N} \times 100$$

Where:

P= Percent (%)

N= Number of Respondents

F= Number of Responses 100= Constant Value

The average weighted mean (AWM) was used to measure the central tendency concerning the demographic profile of the respondents. The average weighted mean refers to the accumulated response, which determines the corresponding weight using the formula:

$$WM = \frac{\sum fx}{N}$$

Where:

WM= Weighted Mean

∑= Summation Sign

f = Frequency obtained from the number of responses

x = Weight of each value of the scale N= Total number of respondents

**For Sub Problem 1**

The study employed the four-point Likert scale presented below in the analysis of the extent of hazing among students in higher education institutions in terms of perceptions.

Descriptive Rating	Point Value	Mean Scale
Very well perceived	4	3.25 – 4.00
Well perceived	3	2.50 – 3.24
Somewhat perceived	2	1.75 – 2.49
Not perceived	1	1.00 – 1.74

The study employed the four-point Likert scale presented below in the analysis of the extent of hazing among students in higher education institutions in terms of experience.

Descriptive Rating	Point Value	Mean Scale
Frequently experienced	4	3.25 – 4.00
Occasionally experienced	3	2.50 – 3.24

Rarely experienced	2	1.75 – 2.49
Never experienced	1	1.00 – 1.74

**For Sub Problems 2**

The Mann-Whitney Test and the Kruskal-Wallis Test were used to analyze the differences between the age, gender, and year level and hazing perceptions and experiences among students in a higher education institution.

**Ethical Considerations**

Throughout the research study, the researcher observed the ethical considerations of all the participants. The researcher gives the respondents courtesy and respect for their research involvement. This includes an assurance that any information gathered from them shall be dealt with with strict confidentiality according to the ethics of research and the Data Privacy Act of 2012. The participant will be allowed to withdraw anytime she or he feels uncomfortable filling out the questionnaires and participating in the survey.

Further, to maintain the academic integrity of the study with no infringement of intellectual property rights, the different authors and other references were properly cited and acknowledged by the researcher according to the standards of the American Psychological Association (APA).

**RESULTS AND DISCUSSION**

**Profile of the Respondents according to their Age.** Table 1 presents the age distribution of the respondents, revealing that the majority are young adults, with a significant portion falling within the 20-24 age group (58.75 percent or 94 respondents).

**Table 1. Profile of the Respondents as to their Age**

Age of the Respondents	Frequency	Percent
16-19 years old	48	30.00
20-24 years old	94	58.75
25- and above years old	18	11.25
Total	160	100.00

This finding suggests that hazing is a prevalent issue among college students, particularly those in their early twenties. A smaller proportion of respondents (11.25 percent, or 18 respondents) are aged 25 and above, indicating that hazing may be less common among older students. This age distribution aligns with previous studies that have found hazing to be prevalent among college students, particularly those in their early twenties (Allan et al., 2018).

The study by Allan et al. (2018) found that 26.0% of students involved in clubs, teams, and organizations experienced hazing, and 69.8% were aware of hazing on campus. This finding supports the notion that hazing is a significant issue within the college environment, particularly among younger students. The findings also suggest that hazing may be less common among older students, which aligns with the study by Allan et al. (2018) that found that male students reported participating in more behaviors meeting the definition of hazing than their female peers. These findings suggest that hazing prevention and intervention programs should specifically target younger students, particularly those in



their early twenties, as they are more likely to be involved in hazing activities. Educational campaigns and training programs should be tailored to address the specific needs and challenges of this age group.

**Profile of the Respondents according to their Gender.** Table 2 presents the gender distribution of the respondents, revealing a gender imbalance in the sample. Male respondents constitute a larger proportion (56.25% or 90 respondents) compared to female respondents (43.75% or 70 respondents).

**Table 2. Profile of the Respondents as to their Gender**

Gender of the Respondents	Frequency	Percent
Male	90	56.25
Female	70	43.75
Total	160	100.00

This finding suggests that hazing may be more prevalent among male students or that male students are more likely to participate in hazing activities. This gender disparity in the sample may reflect broader societal norms and expectations surrounding masculinity and group affiliation, which could contribute to the prevalence of hazing among male students.

It is important to note that this finding does not necessarily mean that female students are not subjected to hazing, but rather that male students may be more likely to engage in or experience hazing. These findings suggest that hazing prevention and intervention programs should address the specific needs and experiences of both male and female students. Programs should consider the potential influence of gender norms and expectations on hazing behavior and should strive to create a more inclusive and equitable environment for all students. This finding aligns with previous studies that have found gender differences in hazing experiences and perceptions (Allan et al., 2018).

The study by Allan et al. (2018) found that male students reported participating in more behaviors meeting the definition of hazing than their female peers. This finding supports the notion that hazing may be more prevalent among male students or that male students are more likely to engage in hazing activities. However, it is important to note that this finding does not necessarily mean that female students are not subjected to hazing, but rather that male students may be more likely to engage in or experience hazing.

**Profile of the Respondents according to their Year Level.** Table 3 presents the year-level distribution of the respondents. The majority of respondents are in their third year (31.25% or 50 respondents), followed by the second year (30.63% or 49 respondents) and the fourth year (14.38% or 23 respondents).

**Table 3. Profile of the Respondents as to their Year Level**

Year Level of the Respondents	Frequency	Percent
First year	36	22.50
Second year	49	30.63
Third year	50	31.25
Fourth year	23	14.38
Fifth year	2	1.25
Total	160	100.00

The lowest number of respondents are in their fifth year (1.25%, or 2 respondents).

This distribution suggests that hazing may be more prevalent among students in their earlier years of college, particularly in the second and third years. This could be due to factors such as the transition to a new environment, the desire to establish social connections, and the influence of upperclassmen. The small number of fifth-year respondents may indicate that hazing is less common among senior students, potentially due to their increased maturity and experience.

The findings suggest that hazing prevention and intervention programs should target students in their earlier years of college, particularly in the second and third years, as they are more likely to be involved in hazing activities. Programs should focus on educating students about the dangers of hazing, promoting positive social norms, and providing support for students who are experiencing or witnessing hazing. This finding aligns with previous studies that have found that hazing is more common among younger students (Allan et al., 2018).

The study by Allan et al. (2018) found that hazing was more prevalent among first-year students, suggesting that the transition to a new environment and the desire to establish social connections may contribute to hazing behavior. The findings of this study also support the notion that hazing may be less common among senior students, potentially due to their increased maturity and experience. However, it is important to note that this finding does not necessarily mean that hazing is not present among senior students, but rather that it may be less common or less visible.

### 3.2 Extent of Hazing in a Higher Education Institution

#### Extent of Hazing Students in a Higher Education Institution as to Perception.

This section presents the data on the extent of hazing students in higher education institutions as to perception and experience. Table 4 presents the extent of hazing students as perceived by criminology students in higher education institutions.

Table 4 presents the results of the survey exploring student perceptions of hazing in a higher education institution. The overall weighted mean of 2.77 indicates that students generally perceive hazing as a significant issue. The high-weighted means for statements related to the negative consequences of hazing, such as trauma, bodily harm, and the unacceptability of hazing activities, suggest that students are aware of the potential risks and harms associated with hazing.

The low weighted mean for the statement "I have hazed someone else" (1.55), suggests that most students have not personally engaged in hazing behavior. These findings suggest that students are aware of the potential dangers and harms of hazing. This awareness may be influenced by media coverage of hazing incidents, educational campaigns, and personal experiences or observations of hazing. The low prevalence of self-reported hazing behavior suggests that students may be increasingly hesitant to engage in hazing activities due to increased awareness of the risks and consequences.

**Table 4. Extent of Hazing Students in a Higher Education Institution as to Perception (N=160)**

Indicators	Mean	Verbal Interpretation
1. I have been hazed.	1.56	Not perceived
2. Hazing is an issue in the school.	2.57	Well perceived
3. Hazing in the higher education institution does not comply with the provisions of RA 8049.	2.81	Well perceived
4. Hazing continues to hold traditional initiation rites.		

	2.73	Well perceived
5. Hazing is not a successful method of recruiting new members.	2.76	Well perceived
6. Hazing can occur even when someone agrees to participate.	2.74	Well perceived
7. Hazing is seen as a practice associated with the organizational tradition of masculinity.	2.58	Well perceived
8. Hazing new members of a group serves no purpose.	2.61	Well perceived
9. Hazing is not an effective approach to foster bonding.	2.85	Well perceived
10. I don't need to be hazed to feel like I am part of a group.	3.05	Well perceived
11. Hazing is okay as long as no one is being physically injured.	1.78	Somewhat perceived
12. If I believed it would make a difference, I would be more likely to report hazing.	2.94	Well perceived
13. If I could report hazing anonymously, I'd be more likely to do so.	3.24	Well perceived
14. Hazing during initiation rites, often involving physical assault and other forms of abuse, is still prevalent among numerous fraternities.	3.03	Well perceived
15. Hazing can result in harsh physical punishment	3.18	Well perceived
16. Hazing is an issue since it can cause emotional stress.	3.23	Well perceived
17. Hazing is a problem since it can cause bodily harm.	3.39	Very well perceived
18. Hazing can be traumatic.	3.48	Very well perceived
19. Hazing activities are never acceptable.	3.38	Very well perceived
20. I have hazed someone else.	1.55	Not perceived
<b>Overall Weighted Mean</b>	<b>2.77</b>	<b>Well perceived</b>

These findings highlight the need for continued efforts to educate students about the dangers of hazing and to promote alternative forms of group bonding and initiation. Educational campaigns and training programs should focus on raising awareness about the potential consequences of hazing, both for individuals and for the institution as a whole. Efforts should also be made to promote a culture of respect and inclusivity within the institution, where hazing is not tolerated and where students feel empowered to report incidents of hazing.

This finding aligns with previous studies that have found that students are increasingly aware of the

dangers of hazing and that hazing is becoming less prevalent in some contexts (Allan et al., 2018). The study by Allan et al. (2018) found that students were more likely to report hazing incidents if they believed it would make a difference, suggesting that increased awareness of the consequences of hazing can lead to a greater willingness to report incidents. However, it is important to note that hazing remains a significant problem in many institutions, and continued efforts are needed to address this issue.

A previous study by Campos et al. (2005) suggests that susceptibility and perceptions of harm are crucial factors in an individual's decision to engage in a behavior. If a student engages in hazing without experiencing great harm, they may feel positive about the experience, indicating they are less susceptible to hazing and that hazing is not harmful. Overall, students perceived hazing to be harmful. However, students were neutral about their susceptibility to harm.

Hazing is a complex phenomenon that is influenced by various factors, including personal experiences, mental health issues, and the school environment. With 1 in 5 young people dealing with mental illness, hazing can be influenced by these experiences. The emotional and psychological impact of hazing is often hidden or not easily observable, contributing to or amplifying other mental health concerns. Understanding hazing and its involvement is facilitated by an ecological approach that considers various layers of the social environment.

Hazing behaviors are shaped by individual students, groups or teams, the school environment, and broader cultural norms. School counselors, with their expertise in adolescent behavior and development, are uniquely positioned to facilitate a more proactive approach to student hazing and its prevention (Joseph, 2022).

The perception of hazing in secondary education differs significantly from that of college students, as students believe it is acceptable within limits (Pecjak & Pirc, 2019). This perception challenges administrators to address harassment and create policies to prevent such acts.

Parents and adults often view hazing as honorable, and some are upset that their students are not chosen. Parents also see homework as a positive experience, which could influence students' perceptions. Living in a community that supports hazing acts and views them as positive rewards could influence students' perceptions. Adults' past experiences could impact how they would address hazing today. Additionally, students may not report hazing to an adult due to fear of handling the information or the absence of an adult. Therefore, understanding these factors can help administrators create policies that prevent hazing and promote a safe learning environment for students.

Hazing incidents in colleges and universities are more common off campus in unaffiliated properties than in K-12 settings. Institutional leadership is concerned about liability related to hazing, and when these incidents occur away from campus, some liability may decrease. In the K-12 sector, hazing typically involves school-sanctioned events like practices or tryouts. Therefore, addressing hazing in these settings can help mitigate potential risks and improve safety in educational institutions (Allan et al., 2019).

The University of Maine's National Study of Student Hazing reveals that many students who have experienced specific hazing behaviors do not consider themselves hazed. Over two-thirds of students are aware of hazing behaviors in campus groups, and advisors and coaches are often involved. However, fewer than half of students receive anti-hazing policies upon joining an organization, and warnings are sometimes vague. Many students come to college having experienced hazing in high school (Langford, 2008).

**Extent of Hazing in a Higher Education Institution as to Experience.**

This section presents the extent of hazing students experienced by the respondents in higher education institutions. Table 5 presents the extent of experience by criminology students with hazing acts in higher education institutions.

Table 5 presents an assessment of the extent of hazing among students based on their personal experiences. The overall weighted mean of 1.66 indicates that students have rarely experienced hazing. The majority of the indicators have a weighted mean below 1.75, suggesting that these experiences are not common among students in this higher education institution.

However, the higher weighted means for certain indicators, such as being compelled to keep silent or being silenced, sing or chant alone or with a few selected members in a public situation, being yelled, screamed, or cursed at by others, being made fun of by others, being forced to participate in drinking games, being pressured to eat something you did not want, and being required to attend mandatory events throughout the week (1.75–1.93), suggest that these experiences are more common than other forms of hazing.

**Table 5. Extent of Hazing in a Higher Education Institution as to Experience (N=160)**

Indicators	Mean	Verbal Interpretation
1. Being required to carry certain things/ items.	1.51	Never experienced
2. Act as a personal servant to others.	1.64	Never experienced
3. Being forced to sleep deprivation.	1.67	Never experienced
4. Being made fun of by others.	1.86	Rarely experienced
5. Being compelled to keep silent or being silenced.	1.75	Rarely experienced
6. Forced to only associate with certain people.	1.61	Never experienced
7. Being pressured to eat something you did not want.	1.87	Rarely experienced
8. Being required to attend mandatory events throughout the week.	1.93	Rarely experienced
9. Forced to wear embarrassing clothing that is not part of the required uniform/ attire.	1.62	Never experienced
10. Sing or chant alone or with a few selected members in a public situation.	1.79	Rarely experienced
11. Being brought to and dropped off in an unusual area.	1.56	Never experienced
12. Forced to participate in drinking games.	1.84	Rarely experienced
13. Being yelled, screamed, or cursed at by others.		Rarely experienced

	1.81	
14. Being forced to destroy and steal property	1.56	Never experienced
15. Being forced to engage in or simulate sexual acts.	1.48	Never experienced
16. Being forced to do nudity acts.	1.44	Never experienced
17. Being forced/coerced in an alcohol consumption.	1.67	Never experienced
18. Being forced/ coerced to use illegal substances on any occasion.	1.53	Never experienced
19. Making body alterations (branding, tattooing, piercing).	1.65	Never experienced
20. Being beaten, paddled, kicked or other forms of assault.	1.50	Never experienced
<b>Overall Weighted Mean</b>	<b>1.66</b>	<b>Never experienced</b>

These findings suggest that while hazing may be present in this higher education institution, it is not widespread. The majority of students have not experienced the more severe forms of hazing, such as physical assault, sexual abuse, or forced alcohol consumption. However, the higher weighted means for certain indicators suggest that some forms of hazing, such as verbal abuse and social isolation, may be more common and may not be perceived as seriously as other forms of hazing.

The findings suggest that while efforts to prevent and address hazing are important, it is also crucial to focus on the more subtle forms of hazing that may not be as readily recognized. Educational campaigns and training programs should address the full spectrum of hazing behaviors, including verbal abuse, social isolation, and other forms of psychological manipulation. The findings also suggest that students may be more likely to report hazing if they are aware of the different forms of hazing and if they feel confident that their reports will be taken seriously.

These findings align with previous studies that have found that hazing is not as prevalent as it once was but that it remains a significant problem in some institutions (Allan et al., 2018). The study by Allan et al. (2018) found that students were more likely to report hazing incidents if they believed it would make a difference, suggesting that increased awareness of the consequences of hazing can lead to a greater willingness to report incidents. However, it is important to note that hazing remains a significant problem in many institutions, and continued efforts are needed to address this issue.

Hazing, a traditional practice in certain groups, has been viewed as a rite of passage for generations. Huysamer and Lemmer (2013) identified hazing as viewed as a tradition in the participants' culture that translated to practices within the school environment. Environmental factors contributing to hazing acceptance can be justified using social cognitive theory (SCT). The research conducted by Allan (2009), Gershel et al. (2003), and Pecjak and Pirc (2019) failed to discuss any connection between hazing and the student's physical, emotional, psychological, or academic well-being for either the victim

or initiator, whereas those who researched the collegiate level provided indications on physical outcomes.

Despite national efforts to prevent hazing, over half of college students report experiencing it during their undergraduate years. A 2008 survey by Allan and Madden found that hazing occurs across various student groups, with varsity athletic teams and Greek letter organizations having the highest prevalence. Club sports, performing arts organizations, and intramural sports teams also show a high prevalence of hazing. The study highlights the pervasive nature of hazing in various student organizations, highlighting the need for effective prevention strategies and institutional policies (Allan & Madden, 2012).

Hazing is a significant concern in academia, but there is limited research on its impact outside higher education. Alfred University's evaluation of hazing focused on NCAA athletes but did not include secondary schools. Pecjak and Pirc (2019) categorize hazing in secondary education as voluntary or involuntary due to limited understanding. There is no specific activity connected to hazing in secondary education, unlike higher education, where it is prevalent in Greek letter organizations. Dewitt and Dewitt (2012) found that hazing has a long tradition without administrative investigation in a 37-midwestern high school. In secondary education, hazing is viewed in three types: subtle, harassment, and violent.

**Significant Difference in the Assessment of the Extent of Hazing when Grouped According to Their Profile**

This section presents the significant difference in the assessment of the extent of hazing students as to perception and experience by criminology students in higher education institutions when grouped according to their profile.

**According to Age.** To determine if there is a significant difference in the assessment of the extent of hazing students as to perception and experience and their age, a Kruskal-Wallis test was conducted and presented in Table 6.

**Table 6. Significant Difference in the Assessment on the Extent of Hazing Students when Grouped According to Age (N=160)**

Table 6. Age and the Perception and Experience			
	$\chi^2$	P Value	Decision
Perception	3.867	0.158	Accept Hypothesis
Experience	2.992	0.224	Accept Hypothesis

Table 6 presents the results of Kruskal-Wallis tests on the variables "perception" and "experience" with respect to various age groups. The p-values for both variables are greater than the significance level, 0.05, leading to the acceptance of the null hypothesis. This indicates that there is no statistically significant relationship between age and the extent of hazing students as to perception and experience. In other words, the age of a person does not affect their perception of hazing or their experience with it.

While age may not be a primary factor, previous studies have associated hazing as a significant issue in college and university settings, particularly among student-athletes and fraternities or sororities. This poses a threat to campus safety and security. Research suggests that deep-rooted culture, socialization, and relationships contribute to high rates of acts of hazing. Students often believe that hazing is happening, but not to them. The responsibility for addressing hazing concerns is often placed on athletic

staff or fraternity/sorority life administration. However, the culture of hazing can become part of the tradition, leading to the loss of identity and personal responsibility.

Additionally, the National Study of Student Hazing reveals that 47% of college students have experienced hazing in high school, with hazing being more prevalent among varsity athletics students than those in Greek organizations. These findings suggest that age is not a significant factor in determining a student's perception or experience of hazing. Instead, other factors, such as social group affiliation, cultural norms, and personal values, may play a more significant role. This suggests that efforts to prevent and address hazing should focus on promoting a culture of respect and inclusivity within the institution, where hazing is not tolerated and where students feel empowered to report incidents of hazing.

It is also important to address the underlying factors that contribute to hazing, such as the desire for acceptance, commitment to social groups, and group dynamics. This finding contradicts previous studies that have found that age is a significant factor in determining a student's perception or experience of hazing (Allan et al., 2018).

The study by Allan et al. (2018) found that hazing was more prevalent among first-year students, suggesting that the transition to a new environment and the desire to establish social connections may contribute to hazing behavior. However, the findings of this study suggest that other factors, such as social group affiliation, cultural norms, and

personal values, may play a more significant role in determining a student's perception or experience of hazing.

**Significant Difference in the Assessment on the Extent of Hazing Students when Grouped According to Gender.** To determine if there is a significant difference in the assessment of the extent of hazing students as to perception and experience and their gender, a Wilcoxon Signed-Rank Test was conducted and presented in Table 7.

**Table 7. Significant Difference in the Assessment on the Extent of Hazing when Grouped According to Gender (N=160)**

<b>Table 7. Gender and the Perception and Experience</b>			
	<i>Z</i>	<i>P Value</i>	<i>Decision</i>
Perception	-0.033	0.974	Accept Hypothesis
Experience	-0.584	0.584	Accept Hypothesis

Table 7 presents the results of Wilcoxon signed rank tests on the variables "perception" and "experience" by "gender." The p-values for both variables are greater than the significant level of 0.05, leading to the acceptance of the null hypothesis. This indicates that there is no statistically significant difference between male and female students in terms of their perception or experience of hazing.

Hazing occurs against both males and females, with different definitions, types, and severity levels. Student perceptions of gender roles in hazing vary, with both genders identifying the need for power or elevated status. Veliz-Calderón and Allan (2017) found differences in definitions of hazing by male and female students, with male students often defining hazing experiences as physical strength and effects of alcohol abuse, while female students focus more on sleep deprivation or food-related hazing. Male hazing is more physical, while females' experiences are more emotional.



Hazing can reinforce gender stereotypes, as noted by Allan and Kinney (2018).

Overall, hazing can be a significant issue for both genders, with males often focusing on physical strength and physical harm, while females may focus on emotional aspects.

Research on gender and hazing has shown that males are more likely to engage in and support hazing activities in various organizations, including fraternities, athletics, and the military. These experiences are often physical and often involve surprise or questioning.

Finley and Finley (2007) found that hazing between females and female organizations often needs to be contextualized, while hazing between males is "par for the course" and often includes as much surprise or questioning. This suggests that society expects males to engage in hazing-supportive attitudes compared to females. The intersections between violent behavior, homophobia, and gender norms may also provide insight into the overrepresentation of hazing-supportive attitudes among males. Males may choose to engage in scenarios and strategies to avoid appearing homosexual. These findings support previous studies that have found that gender plays a significant role in shaping the perception and experience of hazing (Allan & Kinney, 2018; Veliz-Calderón & Allan, 2017; Finley & Finley, 2007).

The findings of this study highlight the need for continued research and attention to the intersection of gender and hazing, as well as the importance of developing strategies to prevent and address hazing that are tailored to the unique experiences and perspectives of both male and female students.

Hazing is a social construct used to test one's loyalty to a group before full access.

Males view masculinity as strong, courageous, and determined. A gender lens could explain why hazing is difficult to eradicate from the community. Eliminating hazing would prevent men from proving themselves as not weak or freeloaders, potentially destroying the box in which masculinity is placed. Therefore, a gender lens is needed to understand and address hazing (Allan & Kinney, 2018).

The female experience with hazing has been explored and revealed that objectification to harassment and, in some cases, assault have been documented. Hazing acts that have been done towards female students by both males and females reinforce negative gender stereotypes such as limited power. Females have participated in hazing practices that mirror those that males undergo, such as excessive alcohol consumption, sleep deprivation, paddling, etc. On the contrary, males do not mimic hazing practices done by females (Allan & Kinney, 2018).

Hazing is a significant issue for both males and females, with different definitions, types, and severity levels. Male students often focus on physical strength and the effects of alcohol abuse, while females focus on sleep deprivation or food-related hazing.

Research shows that males are more likely to engage in and support hazing activities in various organizations, including fraternities, athletics, and the military. Males may choose to engage in scenarios and strategies to avoid appearing homosexual and being the recipient of homophobic teasing and bullying. A gender lens could explain why hazing is difficult to eradicate from the community. Females have also experienced harassment and assault, reinforcing negative gender stereotypes such as limited power. Despite the gender, hazing seeks to degrade, disempower, and humiliate potential new members/newcomers to determine allegiance to the organization.

### **Significant Difference in the Assessment on the Extent of Hazing Students when Grouped According to Year Level.**

To determine if there is a significant difference in the assessment of the extent of hazing students as to perception and experience and their year level, a Kruskal-Wallis test was conducted and presented in

Table 8.

Table 8 presents the results of Kruskal-Wallis tests on the variables "perception" and "experience" concerning different year levels. The p-value for "perception" is 0.003, leading to the rejection of the null hypothesis, while the p-value for "experience" is 0.086, leading to the acceptance of the null hypothesis.

**Table 8. Significant Difference in the Assessment on the Extent of Hazing when Grouped According to Year Level (N=160)**

Table 8. Year Level and the Perception and Experience			
	$\chi^2$	P Value	Decision
Perception	13.798	0.003	Reject Hypothesis
Experience	6.607	0.086	Accept Hypothesis

This indicates a statistically significant difference in student perceptions of hazing across different year levels but no significant difference in the actual hazing experience across different year levels. These findings suggest that there is a statistically significant difference in student perceptions of hazing across different year levels. This indicates that students in different years of their education may have different understandings or experiences with hazing.

However, there is no statistically significant difference in hazing experience across different grade levels. This suggests that while students' perceptions of hazing may vary, their actual experiences with it may be more consistent across different years of education. These findings suggest that interventions aimed at addressing hazing should consider the unique perceptions of students at different grade levels.

Educational campaigns and training programs should be tailored to the specific concerns and experiences of students in different years of their education. For example, programs for first-year students may focus on raising awareness about the different forms of hazing and the potential consequences of engaging in hazing activities. Programs for upperclassmen may focus on promoting a culture of respect and inclusivity within the institution, where hazing is not tolerated and where students feel empowered to report incidents of hazing.

This finding aligns with previous studies that have found that students' perceptions of hazing can vary depending on their year level (Allan et al., 2018). The study by Allan et al. (2018) found that hazing was more prevalent among first-year students, suggesting that the transition to a new environment and the desire to establish social connections may contribute to hazing behavior. However, this study's findings indicate that the hazing experience may be more consistent across different years of education. This suggests that interventions aimed at addressing hazing should focus on promoting a culture of respect and inclusivity within the institution, where hazing is not tolerated and where students feel empowered to report incidents of hazing.

**Post Hoc Pairwise Comparisons of Hazing Perception Across Year Level**

The Kruskal-Wallis test showed a significant difference in perception across different year levels, rejecting the null hypothesis. Post hoc pairwise comparisons were conducted to identify these differences in Table 9.

Table 9 presents post hoc pairwise comparisons to determine the differences in perception across different year levels. In pairwise comparison, a significant difference was observed between first-year

and second-year students (adjusted Sig. = 0.002). This result suggests that first-year students have a distinct perception compared to second-year students. However, no significant differences were found between other year pairs after adjustment. This includes comparisons between second-year and fourth-year students, as well as between third-year and first-year students. While there was some initial significance before adjustment, these differences did not remain significant under the stricter criteria of the adjusted significance level.

**Table 9. Post Hoc Pairwise Comparisons of Hazing Perception Across Year Level**

Table 9. Post Hoc Analysis (Pairwise Comparisons)					
Comparison	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.
Second Year - Third Year	-15.274	9.189	-1.662	0.096	0.579
Second Year - Fourth Year	-25.085	11.554	-2.171	0.030	0.180
Second Year - First Year	36.027	10.034	3.590	0.000	0.002
Third Year - Fourth Year	-9.811	11.517	-0.852	0.394	1.000
Third Year - First Year	20.753	9.996	2.077	0.038	0.230
Fourth Year - First Year	10.942	12.202	0.897	0.370	1.000

In summary, the most notable difference exists between first-year and second-year students, although the overall analysis suggests variation in perceptions across year levels. The shift in perception from first-year to second-year students likely reflects their adaptation to university life. First-year students are adjusting to a new environment, benefiting from structured support such as orientation programs, academic advising, and campus resources while exploring various social and academic options. By the second year, students have increased familiarity with university life. They face higher academic and social expectations. They experience reduced support systems and a growing focus on career goals. These factors collectively contribute to fostering a more realistic and mature perspective among students. This transition is typical as students move from an exploratory phase, characterized by curiosity and uncertainty, to a more focused, experienced outlook, where they begin to make informed decisions based on their academic and career aspirations.

**CONCLUSION**

The findings of this study underscore the critical need for higher education institutions to address the issue of hazing proactively. The prevalence of hazing, coupled with the negative impacts on student well-being, necessitates the development of targeted intervention strategies. By enhancing awareness and understanding of hazing, institutions can foster a culture of respect and inclusivity, ultimately reducing the incidence of hazing and its associated harms. The study also highlights the importance of ongoing research to monitor trends in hazing perceptions and experiences, ensuring that interventions remain relevant and effective in promoting a safe educational environment.

**RECOMMENDATIONS**

In the light of the conclusion developed, the following recommendations are offered:

1. Higher education institutions should continue developing and strengthening comprehensive hazing

prevention strategies, collaborating with community organizations and local governments to promote awareness early on. These institutions should implement programs that include educational workshops, seminars, and training sessions focused on defining hazing, highlighting its risks and consequences, and encouraging positive social norms. Through these efforts, institutions can create a proactive and informed environment that discourages hazing behaviors and supports a culture of respect and safety.

2. Institutions should collaborate with local community organizations, law enforcement, and mental health services to create a network of support for students. This collaboration can facilitate the sharing of resources and information, fostering a community-wide approach to hazing prevention.
3. The Palawan State University, along with the Office of Student Affairs Services (OSAS), must develop a comprehensive hazing prevention strategy that integrates educational programs into student orientation and ongoing training, supported by a dedicated Hazing Task Force to monitor incidents and review policies. Regularly assess the effectiveness of initiatives, create safe and confidential reporting channels, and collaborate with student organizations to foster a respectful and inclusive culture. Launch educational campaigns highlighting the consequences of hazing and provide counseling and mental health support services for affected students to ensure their well-being.
4. The College of Criminal Justice Education should integrate hazing education into its curriculum, develop specialized training for faculty and students, and encourage research on hazing. Collaborating with law enforcement and community organizations, the college can host workshops and seminars on hazing prevention. Awareness campaigns and mentorship programs should be launched to promote a respectful culture and guide students positively. Evaluating student organizations and supporting hazing victims through counseling services are also essential. These initiatives aim to create a safer educational environment and prepare students to become responsible leaders in criminal justice.
5. Future research shall focus on longitudinal studies to explore hazing factors and track changes in awareness, perception, and hazing experiences over time, enabling a deeper understanding of evolving community dynamics and needs.

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