



PHILIPPINE
NORMAL
UNIVERSITY



Graduate Theses

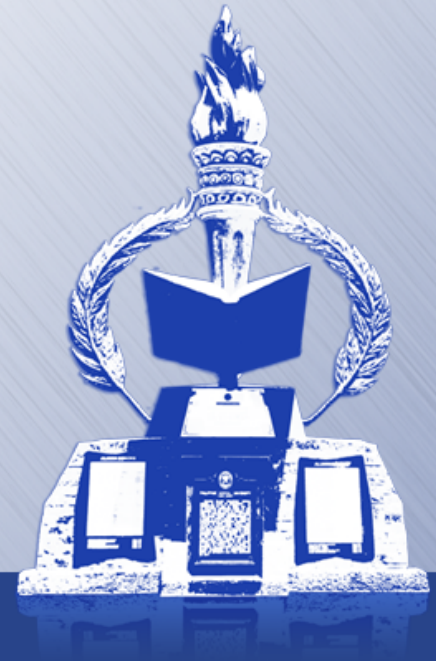
CGSTER

April 2019

Lived Experiences of Female Student Sex Workers

Rochelle G. Tiongson
Philippine Normal University

Follow this and additional works at
pnu-onlinecommons.org/omp/index.php



Online Commons Citation

Tiongson, R.G. & Abulon, E.L.R. (2019)
Lived Experiences of Female Student Sex Workers
(Master's Thesis, Philippine Normal University)
Retrieved from pnu-onlinecommons.org/omp/index.php/pnu-oc/catalog/book/818

LIVED EXPERIENCES OF FEMALE STUDENT SEX WORKERS

A Dissertation

Presented to

The College of Graduate Studies and Teacher Education Research

Philippine Normal University

In Partial Fulfilment

of the Requirements for the Degree

Doctor of Philosophy in Guidance and Counseling

Rochelle Geronimo Tiongson

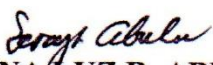
April 2019



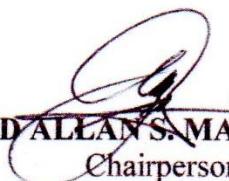
Philippine Normal University
National Center for Teacher Education

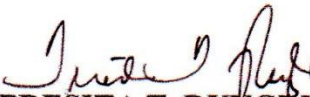
APPROVAL SHEET

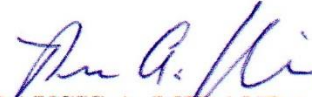
This dissertation entitled "**LIVED EXPERIENCES OF FEMALE STUDENT SEX WORKERS**" prepared and submitted by **ROCHELLE G. TIONGSON** in partial fulfillment of the requirements for the degree of **DOCTOR OF PHILOSOPHY IN GUIDANCE AND COUNSELING**, is hereby recommended for approval and acceptance.

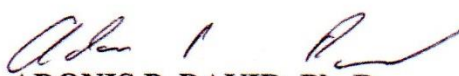

EDNA LUZ R. ABULON, Ph.D.
Adviser

Approved in partial fulfillment of the requirements for the degree **Doctor of Philosophy in Guidance and Counseling** by the Oral Examination Committee.


RONALD ALLAN S. MABUNGA, Ph.D.
Chairperson


TERESITA T. RUNGDUIN, Ph.D.
Member


PRAKSIS A. MIRANDA, Ph.D.
Member


ADONIS P. DAVID, Ph. D.
Member

Accepted in partial fulfillment of the requirements for the degree **Doctor of Philosophy in Guidance and Counseling**.

3/14/19
Date


RONALD ALLAN S. MABUNGA, Ph.D.
Dean,
College of Graduate Studies and
Teacher Education Research

DEDICATION

To my FAMILY who is my world and my life...

My parents – Rolando and Celia

My brother – Russel Jay

Our baby – Migz (+)

who are my constant supportive companions

in my journey in life,

This piece of work is dedicated.

-che

ACKNOWLEDGMENT

The researcher wishes to express her profound appreciation and sincere gratitude to the following people who in one way or another contributed so much for the completion and realization of this study:

Dr. Edna Luz Abulon, my dissertation adviser, for her unwavering motivation, guidance and support in every step of the way. Her invaluable insight and feedback and constant thought-provoking concepts helped the researcher improve this study;

Dr. Ronald Allan S. Mabunga, Dr. Adonis David, Dr. Teresita T. Rungduin, and **Dr. Praksis A. Miranda**, members of the oral defense committee, for their meticulous mentorship, important support and guidance, and for sharing their valuable knowledge and insight to this research;

Dr. Adelaida Gines, Dr. Adonis David, Dr. Edna Luz Abulon, Dr. Evelyn Bagaporo, **Dr. Peter Howard Obias,** and **Dr. Jen Nalipay**, my professors in the CGSTER, for their profound knowledge and expertise shared with me during the course of my study in the university;

Miss Lucilla R. Fetalvero for her time and patience in editing my manuscript;

Dr. Perla Estrella, Dr. Jesselyn Mortejo, Ms. Kimberly Lara Madi, Ms. Dianne Fernandez, and **Ms. Irene Alcantara**, for the validation of the research instrument, also for sharing their expertise in Guidance and Counseling;

Miss Thessa Valera, for her help extended in validating the Filipino version of the research instrument;

The participants of this study, **my student sex worker counselees**, for their cooperation and willingness to participate in this research;

BPSU Guidance and Counseling Office- Main Campus (Ms. Mylene Samaniego, Ms. Shella Ann Castillo, Ms. Alyssa Mae Guzon, Peer Facilitators-MC), **BPSU OSAS-Main Campus** (Dr. Maria Fe Roman, Mr. Nomer Varua, Mr Carlo Valencia), **BPSU OSAS-Central** (Mr. Sisenando Masangcap, Ms. Aira Eulen, Ms. Mylene Hualda, Ms. Tina Alburo), **BPSU Graduate School** (Dr. Ronnel Dela Rosa), and **BPSU-IQA Team** (Dr. Jesselyn Mortejo, Ms. Fatima Bacala, Ms. Joyzel De Leon, Ms. Joycel Salenga), for their support during the conduct of this research;

My BNHS friends, **Ma'am Susan, Sir Michael, Sir Jonathan, Ma'am Helen, Ma'am Vilma, Ate Aileen**, who extended their help during the completion of the study;
My forever friends, **Ned, Anne, Dette, Cathy, Joan, Kaye**, who helped me find strength and enthusiasm in doing this research study;

My PhD-GC sisters, **Sis Dianne, Sis Irene, Sis Lyn, Sis Hiyas and Sis Ellen**, who are always been there to support and guide me during my academic journey;

My brother, **Mr. Russel Jay G. Tiongson**, for his support and assistance;

My mother, **Mrs. Celia G. Tiongson**, for the constant counsel and guidance;

My father, **Mr. Rolando Q. Tiongson**, for the seeds of love and inspiration, who taught the researcher to be enduring and hardworking;

Above all, the researcher would like to give back all the glory and blessings received from the **Almighty Father** in Heaven and to the **Blessed Mother, St. Jude**, and **Padre Pio** for their intercession, in making this dissertation feasible.

-RGT

ABSTRACT

Title:	Lived Experiences of Female Student Sex Workers
Key Concepts:	Female Student Sex Workers, Counseling, Counselor Education, Higher Education Institutions
Researcher:	Rochelle Geronimo Tiongson
Degree:	Doctor of Philosophy
Specialization:	Guidance and Counseling
Adviser:	Edna Luz R. Abulon, PhD

Using the phenomenological approach, this study explored the lived experiences of eleven female student sex workers and how they give meaning to their experiences, including their struggles, coping mechanism, as well as their hopes, dreams and future plans. Results of the study showed that in terms of the lived experiences of the female student sex workers, six core experiences emerged that portrayed the life of each student-participant as a sex worker: Reasons for Engagement in the Sex Work Industry, Adjustments Done to Balance Time Between Work and Studies, Doubts and Second Thoughts about Being a Student Sex Worker, Abuses and Maltreatments Experienced from Customers, Worries and Fears Caused by Working in a Paid Sex Business, and Support from Family Members and Friends in Relation to Choice of Work. The findings of the study also revealed three themes that demonstrate how the students as sex workers gave meaning to their experiences: A Means to Survive Life's Adversaries, An Acknowledgment of Choices through Perceived Self-Power, and An Opportunity to Rediscover Oneself. Counseling Strategies based from the Feminist Counseling and Cognitive Behavioral Therapy were developed to provide a safe and confidential outlet should the female student sex workers wish to seek therapeutic intervention.

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL SHEET	ii
DEDICATION	iii
ACKNOWLEDGMENT	iv
ABSTRACT	vi
TABLE OF CONTENTS	vii
CHAPTER	
I THE PROBLEM AND LITERATURE REVIEW	
Background of the Study	1
Significance of the Study	6
Literature Review	6
Research Problems	20
Conceptual Framework	21
Scope and Limitations	24
Definition of Terms	25
II PROCEDURES	
Qualitative Design and Methodology	27
Research Site	28
Selection Criteria and Participants	28
Data Collection	29
Data Analysis	31
Role of Researcher	34
Research Instrument	36
Ethical Considerations	38
III FINDINGS AND DISCUSSION	
Part I: Describing the Lived Experiences of the Student Sex Workers	42

Theme 1: Reasons for Engagement in the Sex Work Industry	46
Theme 2: Adjustments Done to Balance Time Between Work and Studies	70
Theme 3: Doubts and Second Thoughts about Being a Student Sex Worker	76
Theme 4: Abuses and Maltreatments Experienced from Customers	82
Theme 5: Worries and Fears Caused by Working in a Paid Sex Business	88
Theme 6: Support from Family Members and Friends in Relation to Choice of Work	103
Part II: Giving Meaning to Students' Experiences as Sex Workers	105
Theme 1: A Means to Survive Life's Adversaries	106
Theme 2: An Acknowledgment of Choices through Perceived Self-Power	112
Theme 3: An Opportunity to Rediscover Oneself	117
Part III: Counseling Strategies for Female Student Sex Workers	125
IV SUMMARY, CONCLUSIONS, AND RECOMMENDATION	
Summary of the Study	137
Summary of Findings	139
Limitations	140
Conclusions	141
Recommendations	142
Personal Reflection	144
REFERENCES	148
APPENDICES	154
CURRICULUM VITAE	179

LIST OF TABLES

Table	Title	Page
1	Demographic Characteristics of Participants	30
2	Generated Core Experiences on How the Eleven Participants Described Their Lived Experiences	43
3	Generated Themes on How the Students Gave Meaning to their Experiences	107
4	Summary of the Counseling Strategies Modules	133

LIST OF FIGURES

Figure	Title	Page
1	Trends in Sexual Initiation Before the Age of 18	13
2	Conceptual Framework	23

LIST OF APPENDICES

Appendix	Title	Page
A	Informed Consent Form	154
B	Interview Protocol	156
C	Validation Instrument	158
D	Confidentiality Statement	162
E	Module on Enhancing Self-Concept	163
F	Module on Boosting One's Self-Esteem	166
G	Module on Strengthening One's Resiliency	170
H	Module on Overcoming One's Ambivalence	175

Chapter I

The Problem and Literature Review

Background of the Study

Sex work refers to a business or practice wherein individuals engage in sexual activity in exchange for payment either in terms of money, goods, services, or some other benefit agreed upon by the transacting parties. It also means the direct physical contact between buyers and sellers, as well as indirect sexual stimulation (Weitzer, 2000).

According to the Joint United Nations Programme on HIV/AIDS (2005), the term sex work may be used to cover a broad range of transactions and sex workers are not a homogenous group. Men and women, young and old are involved. A broad definition of sex work would be “the exchange of money or goods for sexual services, either regularly or occasionally, involving female, male, and transgender adults, young people and children where the sex worker may or may not consciously define such activity as income generating” (Joint United Nations Programme on HIV/AIDS, 2005).

Jenkins (2013) stated that views on prostitution or the practice of engaging in sex work are based on culturally determined values that vary among societies. In some societies, prostitutes have been viewed as members of a recognized profession; in others they have been avoided, loathed, and punished with stoning, incarceration, and death. In a 2009 report from the Central Intelligence Agency (CIA), World Factbook and the US State Department’s listing of independent states in the world, out of the 100 countries, prostitution is legal in 49 countries, has limited legality in 12 countries and illegal in 39 countries.

Furthermore, in most Asian and Middle Eastern countries, prostitution is illegal but widely tolerated. According to one study, prostitution has become a major source of female employment in Southeast Asian cities (Jones & Manning, 1992). Studies on prostitution in Indonesia have indicated that the income of women in prostitution is relatively higher compared to the income of women with the same low-level education (Hull, Sulistaningsih, & Jones, 1997).

In the Philippines, Leyson (2001) affirmed that prostitution in the country started during the arrival of Spanish colonists in the late 1500s, when a flourishing slave trade was established between the Philippines, the Caribbean, and Spain. Anecdotal reports revealed that some Filipina slaves were sold as “exotic sex objects” or prostitutes to European brothels. When Pope Gregory XIV abolished slavery in the Philippines in 1591, middle-class Europeans started to immigrate to the archipelago, but the sexual exploitation of Filipinas by the Spanish colonists continued.

During her Privilege Speech about Prostitution in 2011, Senator Pia S. Cayetano cited that there are too many women lured to the life of prostitution. According to her, in a 2009 study, there are around 800,000 prostitutes working in the Philippines, with up to half of them underaged. This amounts to an almost fifty percent increase from the 500,000 estimate in a 1998 study by the International Labor Organization (ILO). Of this number, an estimated 60,000 to 100,000 are prostituted children, according to UNICEF and non-governmental organizations. In fact, the Philippines ranks fourth among countries with the most number of prostituted children. A study by the Psychological Trauma Program of the University of the Philippines notes that prostitution may now be the country’s fourth largest source of GNP.

In an economically distressed and conservative nation like the Philippines, where aggressive sexual behavior is a taboo, a growing number of students are also entering into sex work. However, much of what is known about the experiences and relationships between students and the sex industry has been through anecdotal stories that have resonated in the media. These stories continue to be reported. For example, in a published article of Philippine Daily Inquirer (2011), Julius Bungcaras, head of the International Justice Mission (IJM), Cebu's Community Mobilization for Churches and Students, accorded that 10-15 percent of every 1,000 students (10 out of 100) resort to prostitution. The IJM is a human rights organization that rescues victims from slavery, sexual exploitation and other forms of violent oppression. It was also found out that students were prostituted not only because they needed to pay their tuition fees. Other reasons include financial independence, materialism and peer pressure where students feel the need to have what their friends have.

Regardless of the reasons for prostitution, or physical location (strip club, massage parlor, street, escort/home/hotel), prostitution is extremely dangerous to the mental health of both men and women. Research on challenges resulting from working in the sex industry has indicated that sex workers often suffer from symptoms of posttraumatic stress disorder (Farley et al., 2003). Likewise, Roberts et al. (2007) pointed out that sex workers are confronted with many dangers, such as drugs, violence, and health hazards that are not typical in other types of employment. Additionally, student sex workers report having more money and time to complete their studies but this does not necessarily result in higher academic achievement. In fact, some students report a lack of academic motivation while others report dropping out of school altogether because they can make more money in sex work (Dolman, 2008; Milne, 2006). Poor academic performance has negative implications for students' future aspirations,

personal relationships, and mental well-being (Hodgeson & Simon, 1995). Furthermore, students report contending with negative stereotypes and having to manage the cognitive dissonance they experience between their sense of identity and beliefs on the one hand, and their actions of engaging in sex work, on the other (Haeger & Deil-Amen, 2010).

Moreover, Surratt (2005) affirmed the negative effects of prostitution on mental health. In her study, she documented the elevated prevalence rates of current depression and anxiety among the sample of street-based female sex workers. These data are supported by similar studies reporting high levels of past year depressive symptoms in 64% to 70% of street sex workers, and well exceed the rates of current depression in both incarcerated women (10%) and women in the general population (5% to 9%).

Student sex work in the province of Bataan, particularly in the City of Balanga, where the researcher is currently working as a Guidance Counselor, is not properly documented just like in most parts of the country. There are no available records from the local government that will verify the presence of student sex workers in the city. Much of the information about the existence of this phenomenon comes from the narratives of those students involved in this industry, as well as from their clients. However, the Sangguniang Panglungsod of Balanga in their November 10, 2004 session approved a local ordinance known as the “Anti-Trafficking in Persons Ordinance of 2004”. In this particular ordinance, Trafficking in Persons refers to the recruitment, transportation, transfers or harboring or acceptance of persons with or without the victim's consent or knowledge, within the Municipality, Provincial, and Regional borders by means of threat or use of force, or other forms of coercion, abduction, fraud, deception, abuse of power or of position, taking advantage of the vulnerability of the person, or, the giving or receiving of payments or benefits to achieve the consent of a person having control

over another person for the purpose of exploitation. At a minimum, exploitation includes prostitution of others or other forms of sexual exploitation, forced labor or services, slavery, servitude or the removal or sale of organs. Any person who buys or engages the services of trafficked persons, or who participates in activities involving prostitution or any form of Trafficking, shall be penalized. Despite the local government's efforts, there are still some disadvantaged young people who are falling prey to the dangerous trap of the sex-for-pay trade and possible exploitation by criminals. There is also little awareness on the effects of prostitution to the mental health of the student sex workers. The field of counseling psychology in general, and university counseling services in particular, is uniquely positioned to provide education, awareness, and outreach with respect to the effects of sex work among students, as well as a safe and confidential outlet should students wish to seek therapeutic intervention.

Due to restricted social customs, the existing higher education literature perhaps neglects this relatively invisible population. Despite the limited research on this specific population, research on the sex industry as a whole, combined with social-psychological frameworks, can help faculty and staff better understand the issues facing college students working in this industry. Since out-of-class experiences have been shown to impact students' mental health, it is important to understand the implications of working in the sex industry among college students, particularly on the ways in which students cope with the disparity between their identities as students and as sex workers. As a guidance counselor handling university counseling services, the researcher aims to provide education, awareness, and outreach with respect to the effects of sex work on students, as well as a safe and confidential outlet should students wish to seek therapeutic intervention. Realizing the problems connected

with student prostitution, the researcher will explore the reality of the growing number of student sex workers and how this problem could be addressed.

Significance of the Study

The study is significant because it will attempt to unravel the various issues that student sex workers are facing nowadays. These problems, issues and conquests encountered in the day-to-day experiences of these students will be pointed out and will be addressed as well.

Secondly, in an attempt to create a companion piece for other studies on student sex work, the researcher hopes that future researchers will use this study to create a coherent research agenda focused on the issues that will be discussed in this study.

Importantly, student sex workers who are afraid or ashamed to speak out will come out in the open and be participants in future studies. This manner may empower them to speak out for a change about their individual lives' endeavors.

Lastly, the results of this study can facilitate the responsibility or work of policy makers to reconsider and review existing prejudicial and non-discrimination policies currently in the school system and improve the community's outlook.

Literature Review

On Gendered Organization of Sex Work and Prostitution

According to Lorber (1994), the social construction of gender involves distinctions between masculinity and femininity demonstrated through basic institutions in society. The

basic institutions of society such as family, school, media, and the workplace reinforce notions about gender. The institutional reinforcement of notions about gender organizes society. The gendered organization of society is hierarchical, in which notions of maleness and masculinity are ranked above notions of femaleness and femininity. Notions about gender situate masculinity as dominant and femininity as submissive. In other words, masculinity is read as the male self, and as the generic human, while femininity is read as the female Other. This self/Other dichotomy reinforces distinctions between masculinity and femininity. Distinctions between masculinity and femininity also include socially constructed notions of sexuality. Therefore, socially constructed notions about sexuality, like socially constructed notions of gender, place male sexuality as self and female sexuality as Other. Within this dynamic, male sexuality dominates female sexuality.

The act of selling sexual services relies not only upon patriarchal socially constructed notions of gender and sexuality, but also on heteronormativity. These notions construct and support heterosexuality as the norm. The gendered organization of sex work and prostitution involves heteronormative and patriarchal notions that grant men the expectation of unlimited access to the female body. The heteronormative patriarchally organized social sphere controls women's bodies (Nagle, 1997). Patriarchy along with heteronormativity, supports the presence of sex work and prostitution. According to Barry (1995), sex, accessible to men through the female body, is a social product of culture, a political product of gender hierarchy, and there are conditions of male power. Barry (1995) also asserts that patriarchal domination makes women undifferentiated among and from each other and makes them known, in the first instance, as different from men, and therefore lesser. Men assert dominance over women in a hierarchical fashion, which includes control of women's bodies and sexuality. Women,

within the gendered organization of sex work and prostitution, are situated in a passive positions under the reign of dominant masculinity. A patriarchal notion of men's unlimited access to female bodies and female sexuality places the sex worker and prostitute in a subordinate position.

Within this position of subordination, prostitutes and sex workers sell their bodies to men. The purchase of women's bodies by men becomes an exercise of male dominance supported by patriarchal notions of unlimited access to female bodies. The sale of their bodies constitutes a form of employment for sex workers and a form of victimization for prostitutes.

Liberal Feminism and Prostitution

According to Beran (2012) the proponents of female empowerment through sex work are liberal feminists. Liberal feminism views prostitution as the sale of sex solely for economic gain, and thus it cannot be differentiated from any other sale of goods. The selling of sex ultimately consists of a buyer and a seller trying to negotiate for the best deal. Interfering in this sale of goods could not only be interfering with the rights of the buyer, but also of the seller. Women who have chosen to enter the field should not be looked down upon and should not have their choice considered to be lesser than another type of socially accepted employment. Liberal feminists argue that while prostitution and sex work may not be the ideal job for many women, it can provide a way of life and prosperity that would be otherwise unattainable. Sex work can be seen as a better alternative to working for minimum wage or working in a field that that society decided is woman's work. These feminists portray prostitutes as strong, independent women choosing to literally profit from their sexuality.

Moreover, Jeffreys (2009) explained that liberal feminism position prostitution as a legitimate form of paid work and an expression of choice and agency. This suggests that sex

work is a rational, financially motivated choice by adult women in a context of limited (other) career possibilities. Prostitution is seen as natural and determined by a rationale whereby the individual is merely maximizing her or his profit. This belief stems from contract theory where like in a contract, there is free exchange for a given period in exchange for money. The contract theory then postulates that the sex worker does not sell herself, per se, or even her sexual parts, but contracts her sexual services.

Marxist Feminist Approach to Sex Work and Prostitution

According to Tong (1998) Marxist feminist theory can also be applied to sex work. Marxist feminists claim that the root of the oppression of women is capitalism. This theory also supports the notion that the bodies of sex workers are commodities because as sex workers, women's bodies are for sale. The commodification of the body of the sex worker is also oppressive because the capitalist system allows women to make money through the sale of their bodies. Within the Marxist feminist discourse, capitalist hegemonic dominance is the root oppressor of women and, in this case, the catalyst for sex work and prostitution.

Moreover, Shannon Bell (1994) explained that the Marxist feminist discourse contends that all wage earners are exploited by capitalism. The exploitative nature of capitalism also applies to migrant sex workers because they sell their bodies. If the exploitation of migrant sex workers is common among other wage earners, then they are workers. The Marxist feminist discourse argues that sex workers are exploited by capitalism as workers. If Marxist feminism considers the sale of sexual services as work, then it afford a sex workers agency. They have need an agency because they choose to sell their bodies because of unequal class opportunities resulting from capitalism. Marxist feminists consider

a sex worker as a worker but one that is not free from exploitation. The sex worker then is also a laborer whose work relies on capitalism.

Also, Kessler (2005) argued that the Marxist feminist theory differs from the radical feminist theory because it situates the sex worker as exploited by capitalism rather than as a victim of male dominance and subsequent violence. The Marxist feminist theory categorizes sex workers in the level of other wage earners because all work within a capitalist society is exploitative. The exploitation of sex workers by capitalists is another occurrence of a common theme among wage earners. Sex workers need an agency to provide them with the status of a worker. Wage earners, including sex workers, act as autonomous agents within the exploitative realm of capitalism because they choose to sell their bodies. The status of a worker, according to Julia O'Connell Davidson (1998) requires contractual consent, and the formal and tacit rules which surround and produce it. This separates prostitution [sex work] from rape at the level of subjective experience.

Social Media and Prostitution

Medina (2001) emphasized that technological advancement, greater media exposure, and better opportunities characterize the Filipino society which is in transition. Filipino society presents a composite of the modern and traditional systems.

Also, MacCaskey (2012) explains that many people use the social media to prostitute or to promote prostitution. KAKE News (2012) supports this view when it asserts that there is much prostitution via the social media. Through some social media sites, law personnel were able to get information related to prostitution and arrested women charged with prostitution-related offences.

In Nigeria, the Cynthia Osukogu Case was a celebrated case. Late Cynthia met and made friends with a male on Facebook for business purposes. On the invitation of the “facebook friend”, Cynthia travelled to Lagos where she was gang raped, filmed while the dreadful act lasted, and later killed by her assailants (Vanguard, 2012). This is a classic example of prostitution and crime promoted through the social media

A similar situation mentioned by Pope (2012) is that it is also common practice now to recruit young women and boys to indulge in prostitution using the media. He explains further that after the gang members have made personal contact with the girls, court records showed, they would use social media draw to them into a life of prostitution. Social media sites expose children in a way that their parents are unaware of and unable to control. This is a big challenge for most of the parents and guardians of this century. Lack of such knowledge on how to control them could make the youths who are mainly students, use the social media for unethical practices such as prostitution.

Sexual Behavior and Sexually Transmitted Infections (STIs)

According to Advocates for Youth Organization (2015), young people have a subculture of their own. They have a set of beliefs, attitudes, practices, life expectations and decisions which are different from adults. Their views and behaviors are therefore understandable only within their social and cultural context. It is thus crucial that they be given the chance to express their views on matters concerning their wellbeing. Early intervention and gender-specific health education are of great importance considering that risk taking behaviors are central to the onset of health issues that they come across. Involvement in a risk-taking activity among this group is, to some extent, a way to escape from unhappy situations either in the home, school or community.

A Young Adult Fertility and Sexuality (YAFS) Study (2013) stated that in the Philippines, young adults aged 15-24 have an average sexual debut of 18 years. Sexual initiation signals the start of the exposure to the risk of reproduction and childbearing as well of sexually transmitted infections (STIs). The results of the three YAFS rounds indicate an increasing proportion of youth who have begun sexual activity before age 18, from 13 per cent in 1994 to 23 per cent in 2013 for both males and females. Among males, this proportion increased from 13.8 per cent in 1994 to 25.1 per cent in 2013 while for females the increase was from 12 per cent in 1994 to 22 per cent two decades later.

Moreover, the proportion who had their sexual initiation before age 18 is highest among those with only elementary schooling (30%) and decreases as education increases. The percentage among those with college education who had early sexual initiation is 16.9 comparing the different regions, the proportion of youth with early sexual initiation is highest in NCR at 30.6 per cent and lowest in ARMM at 15.6 percent.

Additionally, The YAFS4 survey elicited information on the number of other sexual activities, which if unprotected, could pose a high risk for unplanned pregnancy and STIs, including HIV. These are commercial sex (paying for sex and being paid in exchange for sex), and casual sex, a non-romantic regular sexual relationship and extramarital sex.

Overall, the 2013 Young Adult Fertility and Sexuality (YAFS) study indicates that there is a low prevalence of the other sexual activities. There is also a notable gender difference in each. More males than females reported engaging in these activities. For example, about 3 per cent of males reported having been paid or received payment for sex; the comparable figure for females is much less than 1 per cent. In terms of casual sex, 9.4 per cent of males have engaged in this activity compared with only 0.7 per cent of females. Casual

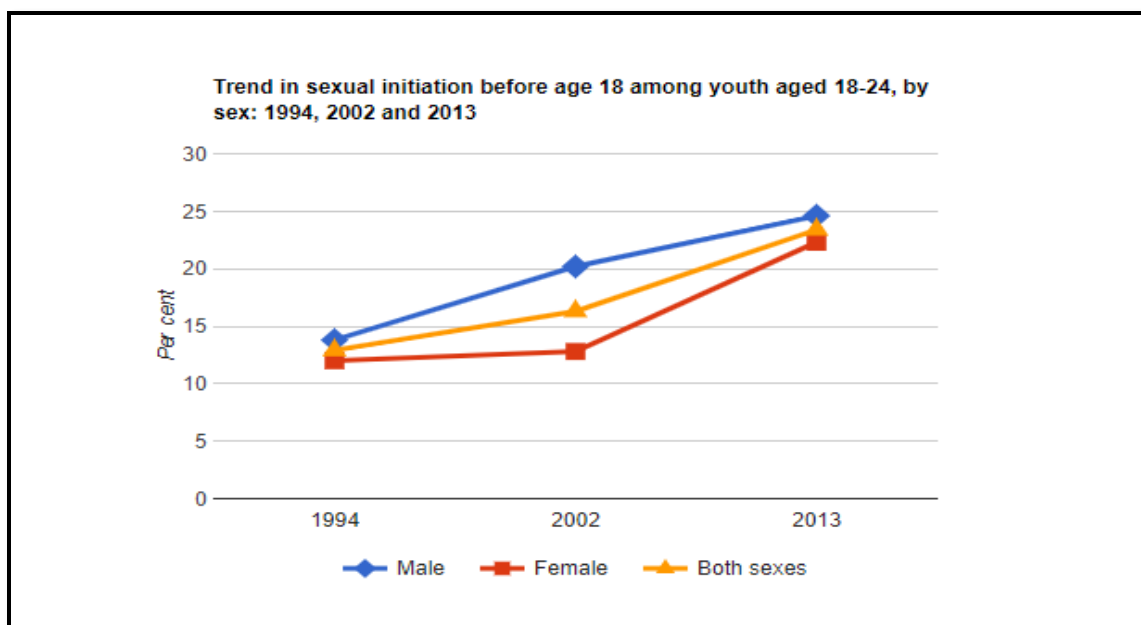


Figure 1: Trends in Sexual Initiation Before the Age of 18

sex refers to a sexual activity outside the context of a romantic relationship, with no payment involved, and which happened only once or twice (e.g., one-night stand). In terms of extramarital sex which is defined as engaging in sexual intercourse with someone other than one's spouse or live-in partner while still married or cohabiting, the prevalence in males is much higher at 10.1 per cent than the females' 0.6 per cent.

The prevalence of these sexual activities may be on the low side but it is still a cause for concern as most young people engage in these activities without protection against the risk of unintended pregnancy and contracting STIs. For example, among the youth who have ever been paid for sex, only 27.3 per cent reported that they use condom every time they were paid for sex in the past 12 months before the survey. Of those who engage in casual sex experience, only 18 per cent used a condom the last time they had casual sex.

Moreover, the DOH and the FHI (2002) specified that, 1.7% of male and 0.7% of female youth have gonorrhoeae and 9% of male and 7.7% of female youth have chlamydial

infections. Young people tend not to seek reproductive health services from government facilities and also tend to have more sexual partners. Similarly, the findings showed a moderately high prevalence of risk behaviors such as men having unprotected commercial sex encounters, men selling sex, and low condom use among men and women.

On HIV/AIDS, Gender and Sex Work

According to UNAIDS (2005), the great majority of HIV infections globally are due to sexual transmission. The links between sex work and HIV/AIDS have been a central concern in the prevention and care efforts in many countries. In the early years of the prevalent of HIV, the concern focused on the role of commercial sex work in HIV transmission. Evidence had shown that preventing transmission among those with high rates of partner exchange is a cost-effective intervention as it can also help avert the spread to members of the wider population. However, there has been a growing recognition that HIV/AIDS initiatives must consider the linkages of the intricate issues underlying sex work beyond the specific commercial sex setting. Thus, it is important to understand the diverse natures of sex work and the attitudes, behavior patterns and contextual factors involved, as the interplay of these dynamics intensifies the risk of HIV transmission. In several regions, significantly higher rates of sexually transmitted infections (STIs) and HIV infections are found among sex workers and their clients in comparison to other population groups. HIV infection has been found to spread among sex workers before it spreads into the general population. Given the role of STIs as a factor in HIV transmission, high rates of STIs among sex workers are indicators of the potential for rapid spread of HIV among sex workers, their clients, families and extended sexual networks. High rates of infection among sex workers may not be due to the fact that they have multiple partners but rather due to a combination of factors that compound this risk.

These factors include poverty, low educational level and consequent levels of knowledge about HIV/AIDS and prevention means; limited access to healthcare services and prevention commodities, such as condoms; gender inequalities and limited ability to negotiate condom use; social stigma and low social status; drug or substance.

Moreover, David (1997) asserted that sex workers are generally perceived as defying acceptable social norms and roles for women and men. Women who ask for compensation for sex break traditional norms expected of women in many societies, and those who engage in transactional sex are still labelled as prostitutes. Expressions of female sexuality are expected to be restricted to marriage or legal unions and to observe traditional notions of femininity, such as passivity, virginity and sexual innocence, which are dissonant in sex work. Men who have sex with men do not exemplify masculinity and they face high levels of stigma and vulnerability especially where homosexuality is illegal. Deeply entrenched social standards marginalize sex workers and seriously limit their access to quality health services, particularly STI management, an essential component in HIV prevention. Sex workers frequently lack the personal or social status to negotiate safe sexual practices, being under the threat of violence or loss of clients. Studies show a correlation between income level and HIV prevalence among sex workers possibly due to the inability of poorer sex workers to negotiate condom use. Condom use is less regular with the intimate partners of sex workers than with their clients thus even where barrier methods are used sex workers and their intimate partners may remain.

On Prostitution and Violence

According to Decker, Pearson, Ilangasekare, Clark, and Sherman (2013), male, female and transgender sex workers face alarming levels of violence at work, from the police and in their homes and neighborhoods. This violence denies their rights— to equal protection under

the law; to protection from torture and cruel, inhuman and degrading treatment; and the right to the highest attainable standard of physical and mental health. Violence against sex workers has life-long and life-threatening consequences that increase HIV risk in a range of direct and indirect ways.

Moreover, a study conducted by UNFPA, the UNDP and the Asia-Pacific Network of Sex Workers in 2015 revealed that sex workers experience physical, emotional, sexual and economic violence within and outside their work. Out of the 123 participants, 122 sex workers reported experiencing violence including rape, gang rape, being beaten, stabbed and burned, theft, mutilation, extortion, unlawful imprisonment and verbal abuse. During the interview, sex workers narrated the violence they experienced from their customers like the use of dirty pieces of plastic found in the parks or in the streets instead of condoms; multiple simultaneous entry (vagina and anus, vagina, anus and mouth); fisting of the vagina; biting of nipples; urinating on the face; use of “tiger fur” and other special condoms (e.g., those coated with sand); and insertion of objects, including eggplants, wine bottles (filled with wine), and flashlights into the vaginas or rectums of sex workers.

On Student Prostitution

Marquez (2004) stated that young people who have been exposed to a variety of nontraditional living arrangements and family disruption developed more accepting attitudes toward premarital sex, have an increased likelihood of early sexual activity and childbearing as well as increased prevalence of nonsexual risk behaviors, such as smoking, alcohol intake, drug use, theft and vandalism. Adolescents who grew up under the supervision of the father alone, or the father with another partner, exhibited greater propensity toward some risk behaviors, particularly drug use, and commercial and premarital sex. Meanwhile, having two

biological parents in the home has been linked with postponement of sexual activity and with fewer partners during their lifetime. The increasing urban mobility of the young population, especially among the females, leads to greater independence and weakening of parental control. Living away from home is the most important variable linked to premarital sex risks among Filipino young adults.

Santrock, (2001) emphasized that studies have shown that most problems faced by today's youth are not necessarily of their own making. Many of them are "not being adequately reared by adults, not being adequately instructed in school, and not being adequately supported by society" or the community in which they live. School-based interventions have been proven to be as equally important as community-based efforts. Both initiatives entail the cooperation of parents, peers, service providers and support networks. The problem, however, is that most intervention responses for young people are designed by adults—perhaps the reason why such programs do not usually produce substantial impact on the target population. Young people know about what they want. What they need are a trusting relationship and a society that gives them the opportunity to learn from their experiences.

Moreover, Aguilar et al. (2002) also point that adolescents who say that their active involvement in HIV and AIDS-related activities in the community has brought about some positive change in their behaviors. These activities include, among others, small group discussions, radio broadcasting, unveiling of billboards and posters, and other HIV and AIDS consciousness-raising initiatives. The family, for instance, should provide the initial education about sexualit to young people but several studies have pointed out that this is rarely done within its confines of the home as the topic is considered taboo. In the same way, Aguilar et al. (2002) confirmed various issues and recommendations in their study of young people in

Cebu. As borne-out by the data, unwanted pregnancies, abortions, sexually transmitted infections and diseases, and drug addiction are among the most pressing issues that confront many young people in Cebu, both in the universities and in the upland and lowland communities. Whenever such problems occur, young people turn to their peers for help.

Furthermore, in a study conducted by Gales (2015) it was found out that the lived experiences of the male student prostitutes were manifested in their hesitation as first timers in the work and encountered disgusting sexual contacts. The participants shared their sexual encounters with the clients which include out-of-this-world and wild sexual fantasies of gay/male customers like oral and analingus sex acts. Sometimes if the customers were not amenable to sexual demands, the excitement in the scenario will lead to rape. It was also revealed that tension and fear were felt by participants during their first time as student prostitutes, especially when they were auctioned for the highest bidder in a party. Poverty was found out to be the primary reason of the male students for becoming prostitutes.

On Mental Health and Prostitution

Mental health is defined as "a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community". The World Health Organization (2014) emphasized the importance of mental health by including it in their definition of health as "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity".

Moreover, mental health helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood. Over the course of one's life, a person may experience mental

health problems and his thinking, mood, and behavior could be affected. Many factors contribute to mental health problems, including biological factors, such as genes or brain chemistry; life experiences, such as trauma or abuse; and/or family history of mental health problems.

In the Philippines, President Rodrigo R. Duterte signed the Mental Health Bill and officially acknowledged it as the Mental Health Law or Republic Act 11036 on June 20, 2018. It is the first legislation that was written to protect the rights as well as the welfare of Filipinos with mental health conditions. The law is also the first to acknowledge measures that directly shift the focus of care, primarily to the community, emphasizing the importance of access to services and integration of mental health in both the national school curricula and countrywide workplace regulations.

Section 24 of Republic Act 11036 asserts that educational institutions, such as schools, colleges, universities, and technical schools, shall develop policies and programs for students, educators, and other employees designed to: raise awareness on mental health issues, identify and provide support and services for individuals at risk, and facilitate access, including referral mechanisms for individual with mental health conditions for treatment and psychosocial support.

Farley (2004) affirmed that prostitution has much in common with other kinds of violence against women. It is what incest is to the family, and prostitution is to the community. Prostitution is widely socially tolerated and its consumers (commercial sex customers) are socially invisible. Moreover, although clinicians are beginning to recognize the overwhelming physical violence in prostitution, the internal ravages of prostitution have not been well understood. Prostitution and trafficking are experiences of being hunted down, dominated,

sexually harassed and assaulted. There is a lack of awareness among clinicians regarding the systematic methods of brainwashing, indoctrination and physical control that are used against women in prostitution. There has been far more clinical attention paid to sexually transmitted diseases (STDs) among those prostituted than to their depressions, lethal suicidality, mood disorders, anxiety disorders (including posttraumatic stress disorder) dissociative disorders and chemical dependence.

Moreover, Farley and Barkan (2008) found out in their study that over 88% of those in prostitution experience verbal abuse and social contempt. Verbal abuse in prostitution has rarely been discussed as one of its harms. Although their study assessed only PTSD as a psychological consequence of prostitution, additional symptoms of emotional distress are common among prostituted women, including other anxiety disorders, dissociative disorders, substance abuse, personality disorders and depression. Depression is almost universal among prostituted women. In the study conducted by Raymond, J.G., Hughes, D.M., and Gomez, C.J. (2001), it was found out that 86% of domestically trafficked and 85% of internationally trafficked women experienced depression.

Research Problems

This study aims to describe the lived experiences of female student sex workers. Specifically, the study aims to answer the following research questions:

1. How may the lived experiences of students as sex workers be described?
2. How do student sex workers give meaning to their experiences?
3. What strategies for counseling student sex workers can be proposed?

Conceptual Framework

This study was anchored on Social Dominance Theory and Liberal Feminism as the frameworks for analyzing and gathering data. According to Van Lange, Kruglanski and Higgins (2012), social dominance theory (SDT) argues that intergroup oppression, discrimination, and prejudice are the means by which human societies organize themselves as group-based hierarchies, in which members of dominant groups secure a disproportionate share of the good things in life (e.g., powerful roles, good housing, good health), and members of subordinate groups receive a disproportionate share of the bad things in life (e.g., relatively poor housing and poor health). While the severity of group-based inequality varies across different societies and within any given society across time, the fact of group-based social hierarchy appears to be a human universal. Because SDT attempts to describe the systematic processes that form the dynamic system of societal inequality, its analysis considers the intersection of processes at multiple levels of social organization.

In a slight modification of Pierre van den Berghe's (1978) taxonomy of social categories, SDT observes that human group-based social hierarchies consist of three distinctly different stratification systems: (1) an age-system, in which adults and middle-age people have disproportionate social power over children and younger adults; (2) a gender or patriarchal system in which men have disproportionate social and political power compared to women; and (3) an arbitrary-set system in which socially constructed categories are hierarchically arranged. These arbitrary sets may be constructed to associate power and legitimacy with social categories like race, caste, ethnicity, nationality, social class, religion, or any other group distinction that human interaction is capable of constructing.

At the societal level the degree of group-based social hierarchy is effected by and affects two mutually antagonistic sets of forces: (1) hierarchy-enhancing and hierarchy-attenuating legitimizing ideologies, and (2) hierarchy-enhancing and hierarchy-attenuating social institutions. Hierarchy-enhancing and hierarchy-attenuating ideologies justify the establishment and maintenance of group-based social inequality or its exact opposite, respectively. To the degree that the relative balance of these opposing ideologies remains stable, the degree of social inequality remains stable over time, everything else being equal. Actions of hierarchy-enhancing and hierarchy-attenuating institutions also produce the level of inequality at the societal level. Hierarchy-enhancing social institutions allocate social resources to the advantage of dominant groups and to the disadvantage of subordinate groups, whereas hierarchy-attenuating social institutions have the opposite effect.

On the other hand, according to Ritzer & Goodman (2004), for the advocates of Liberal Feminism, the ideal gender arrangement is one in which each individual acting as a free and responsible moral agent chooses the lifestyle most suitable to her or him and has that choice accepted and respected, be it for housewife or househusband, unmarried careerist or part of a dual-income family, childless or with children, heterosexual or homosexual. Liberal feminists see this ideal as one that enhances the freedom and equality. Liberal feminism then is consistent in its appeal to the values of individualism, choice, responsibility, and equality of opportunity.

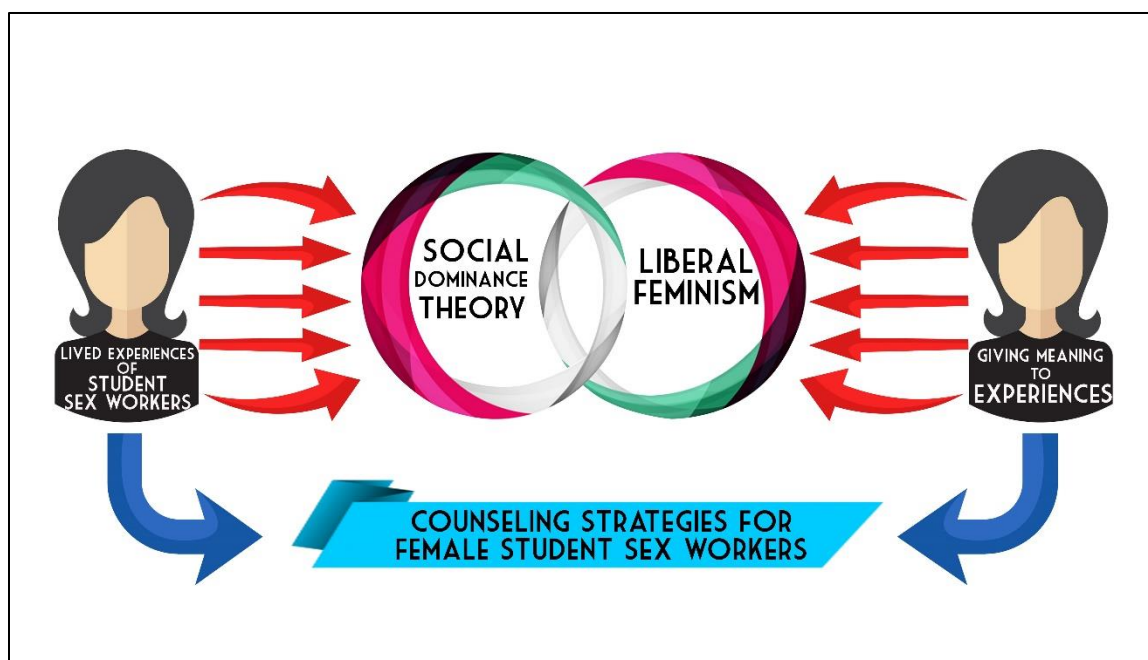


Figure 2: Conceptual Framework

As shown in Figure 2, the framework emphasizes that the lived experiences of the student sex workers and how they give meaning to these experiences are viewed from the perspectives of Social Dominance Theory and Liberal Feminism.

Social Dominance Theory argues that regardless of a society's form of government, the contents of its fundamental belief system, or the complexity of its social and economic arrangements, human societies tend to organise as group-based social hierarchies in which at least one group enjoys greater social status and power than other groups. Using Social Dominance Theory as a lens to examine the lived experiences of the female student sex workers, this study analyzed sex work in terms of hierarchy-enhancing legitimizing myths which help maintain or increase group -based inequality and hierarchy-attenuating legitimizing ideologies that decrease group – based inequality and promote egalitarian relations among social groups.

On the other hand, Liberal Feminism asserts women are oppressed, but this inequality stems from lack of social freedom. Therefore, using Liberal Feminism as a lens in this study, the female student sex workers are analyzed as individuals who act on free choice and can choose to enter, without coercion into the transaction they choose. The sex workers are entrepreneurs and are free, as their rights, to enter into private contractual business transactions.

Moreover, the meaning given by the student workers to their experiences was explored through the social dominance theory and liberal feminism perspectives that would help rework the student sex workers' consciousness in order for them to recognize their own values and strengths.

Lastly, counseling strategies were developed based from the lived experiences of the female students as well as from the meaning they give these experiences. The counseling strategies aim to help the female students to achieve congruence between their self-image and ideal self; improve their self-esteem; strengthen resiliency and conquer ambivalent behaviors.

Scope and Limitations

This study aimed to investigate the lived experiences of student sex workers in the province of Bataan, particularly those of students enrolled in the different state university and colleges in Balanga City. The lived experiences of these student sex workers and how they give meanings to these experiences were explored in order to crystalize counseling strategies that could aid counselors in the higher education.

The participants of the study were student sex workers from private colleges and public university in Balanga City selected through the use of snowball sampling technique.

At the time of the study, they were at least eighteen (18) years old full-time students, enrolled with at least twelve (12) units in the tertiary level and were sex workers.

In this study, in-depth interview was used to collect the data. The collection of data was patterned after the steps given by Moustakas (1994): Engage in the Epoche process as a way of creating an atmosphere and rapport for conducting the interview; Bracket the question; and Conduct the qualitative research interview to obtain descriptions of the experiences using informal interviewing, open-ended questions, and topic-guided interview questions.

Further, this study made use of content analysis as prescribed by Moustakas (1994) and the modified Stevick-Colaizzi-Keen method, that include the development of individual textural and structural descriptions; composite textural and composite structural descriptions, and a synthesis of textural and structural meanings and essences of the experiences.

Definition of Terms

For clearer understanding of the present study, the following terms are conceptually and/or operationally defined.

Liberal Feminism. Conceptually, it is an individualistic form of feminist theory, which focuses on women's ability to maintain their equality through their own actions and choices (*Retrieved from www.plato.stanford.edu/entries/feminism-liberal/*). In this study, this perspective served as the theoretical foundation to enable the understanding of the nature of sex work in a particular culture.

Sex Workers. Conceptually, they are women, men and transgendered people who receive money or goods in exchange for sexual services, and who consciously define those

activities as income generating even if they do not consider sex work as their occupation (Overs, 2002). In this study, it refers to the person who engages in prostitution or takes part in similar activities for payment.

Social Dominance Theory. Conceptually, it is a multilevel dynamic model aimed at explaining the oppression, discrimination, brutality, and tyranny characterizing human societies as a function of several individual and societal variables (*Retrieved from www.doi.org/10.1007/978-94-007-0753-5*). In this study, this theory served as the theoretical foundation to enable the understanding of the nature of sex work in a particular culture.

Student Sex Workers. Conceptually, it means students engaged in sex work such as prostitution, escorting, lap dancing or stripping in order to support themselves (Roberts and La Rooy, 2007). Operationally, it refers to the enrolled tertiary students from the different colleges and state university located in Balanga City, Bataan who engage in student prostitution.

Student Sex Work. Conceptually, it refers to a business or practice wherein students engage in sexual activity in exchange for payment either in the form of money, goods, services, or some other benefits agreed upon by the transacting parties (*Retrieved from www.revolvy.com/page/Prostitution*). Operationally, it was used in the study as a kind of prostitution wherein persons involved are students who have turned to the sex industry as a means of paying for their tuition fees and other basic needs. In this study, it may be used interchangeably with student prostitution. Also, the study focuses on the female student sex work.

Chapter II

Procedures

This chapter includes a discussion of the design of the study and research methodology. The research questions are stated and a description of the participants is provided. Also included in this chapter are a discussion of the procedures, the role of the researcher, and data collection. Finally, data analysis, validation procedures, and ethical considerations are discussed.

Qualitative Design and Methodology

A qualitative research design which fosters an opportunity to develop rich descriptions that vividly communicate the participants' experiences was used for this study. According to Suter (2006), a qualitative approach allows for rich possibilities of inquiry that provide a distinct and more complex comprehension of people's reported experiences and observations that can contribute to the topic of study. Through this research design, the researcher was able to gather data directly from each of the student sex workers. These data include clear descriptions of the life experiences in the practice of the student workers' craft including the characteristics of their clients as major factors in dealing with the kind of work they have and the sharing of insights to be learned by others from them.

The present study used the phenomenological qualitative research design. In its broadest sense, phenomenology refers to a person's perception of the meaning of an event, as opposed to the event as it exists externally to (outside of) that person. The focus of a phenomenological inquiry is what people experience with regard to some phenomenon and how they interpret those experiences. A phenomenological research study is a study that

attempts to understand people's perceptions, perspectives and understandings of a particular situation (or phenomenon). In other words, a phenomenological research study tries to answer the question 'What is it like to experience such and such'. The objective of phenomenology is the direct investigation and description of phenomena as consciously experienced, without theories about their causal explanations or their objective reality. It, therefore, seeks to understand how people construct meaning.

Specifically, the present study made use of the phenomenological approach of Moustakas. According to Moustakas (1994) methods of preparation are reviewing the professional and research methods, formulating the research questions, illustrating the topic and research questions and selecting the participants. In phenomenological research, the questions should have both social meaning and personal significance. Ethical principles of human science research should be taken into account, and participants should be fully informed and respected in their privacy. Also, data can be validated by participants.

Research Site

The research study was conducted in the province of Bataan, particularly the state university and private colleges in Balanga City where the student sex workers were studying at the time of data collection.

Selection Criteria and Participants

The participants of the study were student sex workers from private colleges and public university in Balanga City. At the time of the study, they were at least eighteen (18)

years old, full-time students enrolled with at least twelve (12) units in the tertiary level, and were sex workers. A copy of Certificate of Registration (COR) from the university or colleges where the participants were enrolled was requested from each participant as confirmation of their enrollment.

Purposive sampling was employed in this study in order to identify the participants. This is a method where a predetermined criterion for recruitment of participants into the study is decided before the recruitment of participants. The idea behind purposive sampling is to concentrate on people with particular characteristics who will better be able to assist with the relevant research. In this particular study, the participants who were included in the study are college students who met the requirements set by the researcher (McCann & Clark, 2003).

Further, the snowball sampling technique was utilized in this study. Snowball sampling is a nonprobability sampling technique where existing study subjects recruit future subjects from among their acquaintances. Thus, the sample group is said to grow like a rolling snowball. As the sample builds up, enough data are gathered to be useful for the research. This sampling technique is often used in hidden populations, such as drug users or sex workers, which are difficult for researchers to access (Browne, 2005).

Eleven participants for this study were interviewed privately in a community center after signing the consent forms. All of whom were students who are engaged in paid sex work during the time of data collection. Demographic characteristics of the students are presented in Table 1.

Data Collection

In this study, the preparation and collection of data was patterned after the steps given by Moustakas (1994). In preparing to collect data the following steps were done:

Table 1: Demographic Characteristics of the Participants

Name*	Age* *	Civil Status	Course**	Year Level**	Classification of Enrolled School	No. of Years as Student Sex Worker
<i>Shie</i>	20	Single	Education	3 rd	SUC	Two (2)
<i>Regie</i>	20	Solo Parent	HRM	3 rd	Private	Three (3)
<i>Maye</i>	33	Solo Parent	Education	4 th	SUC	Three (3)
<i>Kim</i>	19	Single	Education	2 nd	SUC	Four (4)
<i>Jelly</i>	20	Solo Parent	HRM	3 rd	Private	Three (3)
<i>Hill</i>	22	Single	Education	3 rd	SUC	Less than One (<1)
<i>Bea</i>	27	Solo Parent	Education	3 rd	SUC	Three (3)
<i>Ash</i>	32	Single	Education	3 rd	SUC	One and a half (1 ½)
<i>Anne</i>	25	Solo Parent	HRM	2 nd	Private	Two (2)
<i>Angel</i>	21	Single	Education	3 rd	SUC	One (1)
<i>MJ</i>	27	Solo Parent	Education	3 rd	SUC	Four (4)

* Names are fictional to protect the identity of the participants

** As of the date of the interview

formulating the questions; defining terms of questions; conducting literature review and determining the original nature of the study; developing criteria for selecting participants, establishing contract, obtaining informed consent, insuring confidentiality, agreeing to place and time commitments, and obtaining permission to record and publish; and developing instructions and guide questions or topics needed for the phenomenological research interview.

Moreover, in collecting the data, the steps followed are: Engaging in the Epoche process as a way of creating an atmosphere and rapport with the interviewee in conducting the interview; Bracketing the question; and Conducting the qualitative research interview to obtain descriptions of the experiences using informal interviewing, open-ended questions, and topic-guided questions.

In this particular study, students who agreed to participate in the study were interviewed at a private location that ensured their safety and that the information obtained from the interview remained confidential. Data were collected by conducting a face-to-face, semi-structured interview with each participant (Creswell, 2007). All initial interviews were completed in less than two hours and consisted of open-ended questions that were determined prior to the meeting. The selected questions focused on gaining insights into each participant's full experiences and beliefs related to working in a commercialized sex industry. Other questions were asked to gather pertinent information. Follow-up interviews were conducted after the initial interviews to allow each participant to give further input or clarification and to validate the findings from the initial interviews. All participants participated in the follow-up interviews approximately eight weeks after the initial interviews. Each participant was able to provide further input and substantiate findings. Each interview was audio recorded for verification of verbal content and was transcribed to allow for the identification of themes (Creswell, 2007). Microsoft Word was used to encode the transcripts of the interviews to allow for data analysis.

Data Analysis

This study made use of the guideline framework of an abbreviated version of the Stevick-Colaizzi-Keen method of analysis, as discussed by Moustakas (1994) and Creswell (2007) in analyzing the data collected. This method began with bracketing the researcher's experience with the phenomenon so the focus of the research could remain on the participants.

After the personal experiences and preconceptions of the researcher were bracketed and the interviews were conducted, each set of interview proceeding was accurately

transcribed. Each transcript was read with the purpose of identifying significant statements that describe the experiences each participant had being a student sex worker, a procedure referred to by Moustakas (1994) as horizontalization. Each statement was considered as it is related to the description of the experience. All relevant statements were recorded, and non-repetitive, non-overlapping statements called “meaning units” were listed. Then, the statements were categorized into groups called themes, then the “highlight feature”, accompanied by the “comment feature”, within the Microsoft Word Office software was used to document themes. Initially, each theme was color-coded on the transcripts; however, due to the limitations in color coding options, the meaning units and themes along with their supporting quotes were placed into a table format.

The themes identified and derived from the transcriptions were used to provide a “textural description” of what the participants experienced (Creswell, 2007; Moustakas, 1994). Textural description refers to what the participants stated as having actually happened. Examples of the textural descriptions were provided using verbatim quotes and including the feelings they experienced being student sex workers. The “structural description” of the phenomenon was created next, providing a detailed explanation of how the phenomenon occurred (Creswell, 2007). Examples of structural descriptions include how the participants gave meaning to their experiences as student sex workers. A textural-structural description of each participant’s experiences was then constructed (Moustakas, 1994).

As recommended by Moustakas (1994), this same process was conducted for each participant’s transcripts. To complete the analysis, the textural-structural descriptions from each participant were used to write a composite textural-structural description of the

phenomenon to identify the essence of the experience for the group as a whole (Moustakas, 1994).

To verify the data collected, the researcher used multiple validation strategies (Creswell, 2007). One strategy of validation used was member checking (Creswell, 2007). Participants were contacted after the transcriptions and analyses were completed and invited to review the respective transcriptions of their interviews and examine the findings. A hard copy of the written analysis was given to the participants. All identifying information were removed from the transcript to ensure confidentiality, and each transcript was titled with a pseudonym or “alias” according to participants’ choices. The participants were given the opportunity to meet with the researcher again to discuss the analysis if they so desired; however, none of the participants responded to the offer to meet for further verification.

Another strategy of validation used was an external auditor to review how the study was conducted, as well as the final product so as to assess the accuracy of data interpretation (Creswell, 2007). An associate who’s practicing as a registered guidance counselor and a registered psychologist, as well, read through the composed descriptions with the intention of providing a different viewpoint on the findings. To further reduce potential bias, this person had no idea about the research study prior to the request for her services. The auditor signed a confidentiality statement before data were discussed.

A third validation strategy used was peer debriefing (Creswell, 2007). This method was chosen because the research has a sensitive topic, and it was deemed necessary for someone to objectively monitor the researcher’s experiences. A fellow registered guidance counselor whom the researcher knows and trusts to ask the difficult questions about the

research was sought. The peer debriefer also signed a confidentiality statement before data was discussed.

Role of the Researcher

The researcher looked into the lived experiences of the student sex workers and how they gave meaning to these experiences. The researcher was the one who conducted the interviews, and observed the participants' behavior during the interviews. The researcher was also the one who analyzed the data collected. Therefore, it was important that the researcher maintained an awareness of the assumptions and predispositions throughout the research process. Moustakas (1994) discussed the Husserlian concept of the Epoche as "freedom from suppositions" (p. 85). In the Epoche, prejudgments, biases, and preconceived notions are set aside, or bracketed, to perceive a phenomenon through fresh, naïve eyes. Although Moustakas admitted to the difficulty of this process, he believed that with practice one can do fairly well in locating this transcendental state. With regard to conducting a phenomenological research, Creswell (2007) explained the bracketing process as the researcher describing her or his own experiences and views of the phenomenon and then purposefully setting them aside for the duration of the research process.

The first preconception of the researcher is one that is associated with her profession. The researcher is a registered guidance counselor who works in a university guidance and counseling office. The researcher had worked with a number of student clients, some of whom were female, who had experienced being student sex workers. The researcher, by listening to the stories of the students, was not surprised that most of them accounted their poverty as the reason for engaging in sex work but this awareness left the researcher with the notion that

students who do not resort to sex work are mentally and emotionally tougher. The researcher considers that the prevalence of student sex workers in the community is a concern deserving of more attention.

A second preconception that the researcher must note pertains to her outlook in life which is heavily influenced by a feminist perspective. Within the feminist beliefs, sex work is seen as a form of gender-based violence in that women are disproportionately targeted by male offenders because women are not viewed as equal to men. Sexual victimization, like any other form of oppression, has lasting implications and can contribute to negative mental health consequences for women.

To avoid researcher bias in this study, as the data were being collected and themes were being identified, different methods of validation were used (clarifying researcher bias, member checking, external audits, peer debriefing) to ensure that the researcher's experiences in working with other student sex workers remained separate from those of the participants in order to accurately identify the essence of this phenomenon (Creswell, 2007).

Moustakas (1994) acknowledged the importance of the concept of the *Epoche*, also known as bracketing, to ensure that the researcher sets aside her or his biases as much as possible to gain a fresh perspective on the phenomenon being examined (Creswell, 2007). Just as the researcher listed her preconceptions above, to the best of her ability, she believes that she remained conscious of her preconceptions by setting them aside so that she was able approach the research in such a way that her beliefs did not interfere. The researcher also consulted with her dissertation adviser prior to the interviews to discuss feelings and potential biases that might arise as the researcher conducted data collection. The researcher continued

to consult with her adviser and her peer debriefer throughout the data collection and analysis processes to ensure that she remained unbiased in her role as researcher.

Furthermore, the researcher practiced reflexivity in research which is an attitude of attending systematically to the context of knowledge construction, especially to the effect of the researcher, at every step of the research process. According to Malterud (2011), a researcher's background and position will affect what they choose to investigate, the angle of investigation, the methods judged most adequate for this purpose, the findings considered most appropriate, and the framing and communication of conclusions. In order to foster reflexivity in this study, the researcher developed a reflexive journal which is a type of diary where the researcher made regular entries during the research process. In these entries, the researcher recorded methodological decisions and the reasons for them, the logistics of the study, and reflection upon what is happening in terms of one's own values and interests. Diary keeping of this type became a cathartic experience for the researcher.

Research Instrument

The instrument that was used in the study is an in-depth semi structured interview guide that includes the following questions:

1. Could you tell me stories/events about how you started in this work? (*Pwede mo ba ako kwentuhan kung paano ka nag-umpisa sa trabahong ito?*)
2. What are your reasons for staying in your work? (*Anu-anong mga dahilan kung bakit nananatili ka sa iyong trabaho?*)
3. How important is this work to you? (*Gaano kaimportante sa'yo ang trabahong ito?*)

4. As a student, are there things that you did in order to adjust to your work? (*Bilang isang estudyante, may mga bagay ka bang ginawa para makapag-adjust ka sa iyong trabaho?*)
5. How do you understand your work? (*Ano ang iyong pagkakaunawa sa iyong trabaho?*)
6. How do you interpret your experiences in your work? (*Paano mo binibigyang pakahulugan ang iyong mga karanasan sa iyong trabaho?*)
7. How did these experiences change you as a person? (*Paano ka binago ng mga pangyayaring ito?*)
8. Are there instances when you become bothered because of your work? (*May mga pagkakataon ba na nababahala ka dahil sa iyong trabaho?*) If yes: (*Kung oo:*)
 - a. What thought/s came into your mind? (*Ano ang pumasok sa iyong isipan?*)
 - b. What emotion/s did you experience? (*Ano ang iyong naramdaman?*)
9. Do you have other goals and dreams in life? (*May mga pangarap ka ba o iba pang gustong marating sa iyong buhay?*)
 - a. Tell me about your dreams and aspirations in life. (*Kwentuhan mo ako tungkol sa mga pangarap at layunin mo sa buhay.*)
 - b. Do you still dream of becoming someone else? (*Nangangarap ka bang maging ibang tao?*) If yes, could you tell me about such kind of a person you dream of becoming? (*Kung oo, maari mo bang ikwento sa akin kung anong tipo ng tao ang pinapangarap mong maging?*)

10. If you look at your life experiences, would you go through the same life all over again?

(Kung titingnan mo ang iyong mga naging karanasan sa buhay, masasabi mo bang parehong buhay pa rin ang gusto mong isabuhay ulit?)

The interview guide as the research instrument of the study was subjected to a pilot test and was reviewed for validation through the help of five experts in the field, who are Registered Guidance Counselors, Registered Psychometricians, and Registered Psychologists.

Ethical Considerations

Permission and approval to conduct the study was obtained from the Ethics Committee of the Philippine Normal University. Once endorsed, the researcher then started the in-depth interviews with the student sex workers.

The first basic ethical consideration which was practiced is respect for the totality as human persons of the participants. The purpose, structure, and format of the study, including all confidentiality and anonymity procedures were explained in the letter of invitation to participate in the study. Their autonomy to participate was also taken into consideration. Through the informed consent form, the participant's right to voluntarily participate in the study was explained and obtained. The informed consent form indicates the participants' permission to participate in the study as well as other related essential activities to be done such as audio recording and raising personal questions. All interviews, which lasted for at least two hours, were conducted privately for the participants to openly and freely share their

experiences about student prostitution. The interviews were held in a neutral location, specifically in a community center, to make sure that they will be comfortable enough to share their experiences as student sex workers.

Given the participants' nature of work, the researcher also ensured that the students were not placed in situations or conditions where they may be exposed to risk of physical and/or psychological harm as a consequence of their participation in the research. This means that the researcher did not embarrass, frighten, offend or harm the participants. The researcher also made it clear to the participants in advance that the activity is likely to cause distress, but ensured that the interview questions are worded sensitively. Also, the interviews took place in a quiet, private place where the conversation could not be overheard or disturbed. The researcher also made sure that the location of the interviews was a venue where people could not be viewed from outside, in order to ensure confidentiality and the participants' anonymity. When the participants became distressed, they were given the opportunity to request for audio tapes to be switched off, or to take a break or stop the activity entirely.

As indicated in the consent statement, confidentiality was guaranteed for every participant to protect their true identity. The respondents' names were replaced with pseudonyms or aliases to ensure their anonymity. Any additional identifiable information was removed in the transcription process. All the research data, including recordings, consent forms, interview transcripts, analyses and electronic files were kept and maintained for the sole purpose of research.

Another ethical principle that was taken into consideration is beneficence wherein the student participants were ensured of their safety and protection from harm during the conduct of the research. Prior to the participants' consent to participate in the research, they were also

informed that they will not receive any financial compensation or incentive for their participation in the research. Results of the study were also made available to the participants and they were ensured that the results of the study will provide education, awareness, and outreach with respect to the effects of sex work for students as well as a safe and confidential outlet should students wish to seek therapeutic intervention.

Justice was also practiced as an ethical principle in this study. Participants, data collection tools and methodology were free from any form of biases (e.g., gender, class, ethnic, cultural biases). There was also no financial or other substantive conflict of interest that were construed to influence the results or interpretation of the manuscripts. It was ascertained that the researcher has no interest in the outcomes of the study that may lead to her personal advantage (or benefit a member of the researcher's family and/or friends) and which might, therefore, compromise the integrity of the study. Therefore, the outcomes of the study do not promote or appear to promote the researcher's personal and/or ideological beliefs.

Chapter III

Findings and Discussion

The researcher has been working with students as a guidance counselor for the past nine years. Many stories of hardships, difficulties, and struggles had been recounted to her by her counselees over the years. Some students were also generous enough to share their stories of successes and triumphs. She is always in awe whenever they vividly recount how they tried to survive life's challenges and accept the consequences of their choice of actions. However, not everybody have the same outlook in life. Others chose to stay in the bubbles of their predicaments and reach the point when they are on the verge of giving up. These students are the ones who need proper guidance from the helping professionals like the researcher. One particular special population that caught the researcher's interest is her student sex worker counselees. It started with just one student who asked for help because of her academic problems until she disclosed the underlying reasons for her difficulties. This situation dispirited the researcher who became aware that these students are willing to do everything and anything, even sell their own flesh, just to have some money. But so many questions are still left unanswered. The researcher is certain that if she still digs deeper, she will be able to know the root cause of her counselees' problems, thus she will be able to provide them with more fitting informed choices.

Having student sex workers as the chosen participants for this dissertation was not an easy decision to make. The researcher was not sure if she will have enough students who will be willing to participate in the study. The researcher was aware that the context is a very sensitive issue and she might hit on the students' delicate spots during the course of the study.

The researcher asked her student sex worker counselees if they can possibly participate in the study and they were brave enough to agree and share their life stories. Another dilemma that needed to be resolved was the target number of participants. During the conceptualization of the study, the researcher only had four student sex worker counselees. At least 10 participants were needed to be able to pursue the topic. The researcher's counselees were also very gracious enough to convince some of their friends, who are also in the same line of work as they are, to be part of my study. When the researcher already had the target number of participants, she immediately scheduled the in-depth interviews with the volunteer participants to fully understand their lived experiences and how they give meaning to these experiences.

In this chapter, the findings of the study are discussed. They are divided into three parts where the first part describes what the lived experiences of the student sex workers were or the "textual descriptions" of the participants. The second part of the findings focuses on how the participants gave meaning on their experiences as sex workers or the participants' "structural descriptions". Lastly, counseling strategies for female student sex workers will be tackled in the last part of the findings.

Part I - Describing the Lived Experiences of the Student Sex Workers

In this section, the lived experiences of the students are discussed. It focuses on the female students' journey from contemplating to enter the paid sex industry until their present situation as student sex workers. Table 2 shows the core experiences that emerged from the transcripts of the interviews of the student-participants that reflect what their lived experiences as sex workers are.

Table 2: Generated Core Experiences on How the Eleven Participants Described Their Lived Experiences

Core Experiences	Description	Participants	Sample Text
Reasons for Engagement in the Sex Work Industry	This core experience primarily describes the situations and circumstances in the lives of the female students that prompted them to enter the paid sex industry. It focuses on how sex work became their means to support oneself, a source to support one's family, and stepping stones to achieve goals.	<i>Shie, Regie, Maye, Kim, Jelly, Hill, Bea, Ash, Anne, Angel, MJ</i>	“Madami po kasi kaming magkakapatid, si nanay ko po hindi kami kayang buhayin. Kaya po nakay-tita po ako ngayon. Eh si tita po, may pamilya rin, may mga anak din po. Kaya po wala susuporta sa akin kaya napasok ako sa ganitong trabaho. Meron po kasi siyempre parang magiging kakaiba ka talaga kasi yung iba sinusuportahan ng magulang, naibibigay ng magulang yung needs nila, na ikaw, hindi mo namang ginusto na maging madami kayo, na gawin mo yung bagay na alam mo naman na hindi dapat, pero nagagawa mo. Halimbawa, kung hindi naman po siguro kami madami, mabibigay po ng magulang ko yung needs ko. Kaso wala po talaga suporta kaya ako napasok sa trabaho na ‘to.” <i>(I got a lot of siblings and it was only my mother who's working. I'm currently staying with my aunt. She also has her own family to support. I took this job to help me with my schooling. Sometimes, you will really feel indifferent because you will compare yourself with other students who have supportive parents. You will accept that it's not your fault why you have many siblings; that if only you have a small family, your parents could afford to send you to school. But the reality is that it's not my situation. My parents cannot support my studies so I resorted to having this job.)</i> <i>-Angel</i>
Adjustments Done to Balance Time Between Work and Studies	This core experience gives emphasis on the adjustments made by the female students in order to balance their time between their work and their studies.	<i>Shie, Regie, Maye, Kim, Jelly, Hill, Bea, Anne, Angel, MJ</i>	Yun nga po yung medyo mahirap po mag-adjust sa pag-aaral at trabaho ko. Yung oras ko po sa pag-aaral, pag po may exam po, iisipin mo pa. Kasi po minsan nasasabay sa exam yung arawng pagmi-meet nyo. Eh yun po, ini-explain ko na lang po sa customer ko na may exam kami, hindi pwede. Ibang date na lang. Ibang araw. Naiintindihan naman po nila kasi sinasabi ko naman po minsan na kailangan ko yariin yung pag-aaral ko.

			<i>(This is the reason why it's a bit difficult to adjust in my studies and at my work. At the time I spend in my studies, when we have exam, I think about that. Because sometimes the day of my exam is the same day I am supposed to meet up (with a client). I would explain then to my customer that when I have an exam, it can't happen. I would set it on another date. They understand because I usually tell them that I need to finish my schooling.)</i> - Jelly
Doubts and Second Thoughts about Being a Student Sex Worker	This core experience focuses on the uncertainties and reservations experienced by the female students in relation to their choice of work.	<i>Shie, Maye, Kim, Jelly, Hill, Bea, Ash, Anne, Angel, MJ</i>	Noong una nag-iisip ako, "Paano kaya ito"? Tapos sinabi ko sa sarili ko, "Bahala na ito kasi kelangan ko talaga". Sabi ko, bahala na ika. Ayoko na ng ganitong buhay. Gusto ko na magbago. Kaya lang kelangan muna ngayon magtiyaga muna sa ganito kasi wala naman ako choice ngayon. <i>(At first, I am thinking, how things will work, then I tell myself that I need this job so I will take the risk. I don't like this kind of life anymore. But I need this for now so I have to take it because I feel like I don't have any choice.)</i> -MJ
Abuses and Maltreatments Experienced from Customers	This core experience describes the abuses and mistreatments received and experienced by the female students from their customers	<i>Shie, Regie, Maye, Hill, Bea, Ash, Anne, Angel</i>	Ay yung para kang inaabusong kasi yung mukha siyang maangot tapos papa-blow job siya. Kahit sabihin mong mag-ano ka, hindi mo feel yung itsura nya tapos gustong ganuhin siya ng matagal, yung sobrang oras na. Yung kulang isang oras na. Nagla-lock jaw na nga yung panga mo kakaganun, kakablowjob, pinipilit ka pa. Nagkanda suka suka ka na tapos ingungudngud ka pa. Tapos maluha-luha ka na. Yung mga ganun. Totoo yun. Yung mga yun. <i>(The type of abuse when the client doesn't look pleasing and wants a blow job. Even though I don't like his face he will ask me to suck him for so long. It's like doing it for more than an hour. I am already getting lock jawed because of the blow job and he still keeps on insisting for me to go on. Even to a point that I was about to vomit and he keeps on shoving it in my mouth. I even get teary eyed. Just like that. It is true. All of it.)</i> -Bea

Worries and Fears Caused by Working in a Paid Sex Business	This core experience highlights the worries and fears of the female students as they work in the paid sex industry. It focuses on work-related fears, safety-related fears, family-related fears, and health-related fears.	<i>Shie, Regie, Maye, Kim, Jelly, Hill, Bea, Ash, Anne, Angel, MJ</i>	Siyempre po kinakabahan ako dahil sa trabaho ko. Meron po pagkakataon na na-bother ako sa trabaho ko kasi, siyempre po sa tsismis. Anu, pag ka ano, sasabihin, ay anak ka ba ni ano, sinungaling yan. Natsi-tsismis din ako pag minsan. Siyempre po takot. Tsaka parang wala kang mukhang maihaharap. Baka sabihin ang kapal, kapal ng mukha ko. Kinakapalan ko na lang din talaga mukha ko sa school. Kasi nga po minsan yung isa kilala na, tapos lagi akong kasama. Na-tsismis po na ganun din trabaho ko. Kaya po nag-aalala ako. <i>(I'm anxious because of my work. There are times that I get bothered because of my work. Sometimes, I become the topic of gossips. Of course I get afraid. I also feel ashamed of what I am doing. I'm just trying to show a brave face. I am worried because I'm always around someone who's known to be in this kind of work. I worry that people will spread rumors about me.)</i> - Shie
Support from Family Members and Friends in Relation to Choice of Work	This core experience underlines the support received by the female students from their family and friends in relation to the nature of their work.	<i>Regie, Kim, Jelly, Hill, Ash, Angel</i>	“Ay yung pinsan ko lang po na tinitirhan ko ngayon yung nakakaalam tungkol sa trabaho ko. Para po pag may problema ako, may masasabihan ako. Yung pinsan ko po na nakakaalam siya rin naman po nag-push sa akin na mag-aral. Kasi Education din po siya, teacher po siya ngayon eh. Tapos tinutulungan nya din po ako kahit paano. Lagi po niya sinasabi na mag-iingat po ako. Ganun po.” <i>(My cousin whom I'm staying with knows about my work. I told her about it so I'll have someone to lean on whenever I will have a problem. She's also the one who persuaded me to continue my studies. She's a teacher and she also helps me in any possible way she can.)</i> -Ash

Reasons for Engaging in the Sex Work Industry

a. Means to Support Oneself

One of the factors that motivated the student-participants to engage in sex work is the lack of support they get from their respective families. Ideally, family members, especially parents, will do everything for the growth and development of their children. Giving emotional, social and financial support to the children is very important because it will give the person some sort of a security blanket. However, not all parents are able to provide these much needed support to their children. *Shie* attributed the inconsistent presence of her parents as a trigger for her to engage in sex work, “Nagbibigay din po sila. Anu po, nanghihingi po kapag kelangang kelangan. Pero kapag minsan po, kailangan ko muna manghingi bago sila magbigay. Hindi naman po kasi sila nagbibigay ng kusa. Kaya din po ako napasok sa trabaho na ito. Lagi po kasi sila wala sa bahay”. *(My parents sometimes give money whenever I badly need it in school. But I needed to ask it from them since they don’t do it regularly. That’s also the reason why I got this job in the first place. They are always not around for me.)*

Moreover, *Shie* disclosed that on her part, she sometimes was able to save up some money from work. However her hard-earned money is occasionally being spent on food whenever she decides to dine out with friends, “Ano po, minsan minsan po nakakaipon. Kapag ano, kaso minsan din po pag kakain kain sa labas, nagagastos din po. Minsan nakaipon din po ako eh wala, ngayon, wala na.” *(Sometimes I manage to save up, but sometimes when we eat out, I spend too. From time to time, I have savings but as of the moment I don’t have any.)*

Regie also had some issues with regard to the support she gets from her family. Unlike *Shie* who still has both of her parents, the death of *Regie’s* father somehow affected the

stability of their family that made her choose to enter this work, “Tsaka po siguro kung nabuhay lang, yung hindi agad nawala yung tatay ko, hindi nman po ako siguro magkakaganito. Hindi naman po ako papasok sa ganitong trabaho.” (Maybe if my father was still alive, I won’t resort to this kind of work.)

Just like *Regie’s* situation, the loss of her father also made a huge impact in the life of *Maye*. She was forced to work for ten years in order to support her family’s needs before she decided to go back schooling. However, because of lack of help from her family, she needed to look for another job to finance her schooling, “Naisip ko, kung бага, naisip ko po yung hirap at paano po ako makakaghawa sa buhay. Kaya ayun po, pagkatapos ng sampung taon, nagdecide po ulit ako na mag-aral. Wala po ako mapagkuhanan. Wala po susuporta sa akin mula sa pamilya ko. Di ko po alam paano ako kikita ng malaki. Ganun, kaya ko po naisip na pumasok sa ganitong trabaho.” (*I was thinking how I will get through this hardship in life. So after 10 years, I decided to get back into schooling. However, I didn’t get any support from my family. I don’t have any means to earn big and that made me decide to have this kind of work.*)

Dysfunctional families are common nowadays in the Philippines. Separation of husbands and wives creates a big hole in a supposedly tight knit Filipino families. Unfortunately, when a couple go on their separate ways and find new sources of happiness and build their new respective families, it is not uncommon that their children will endure some sufferings. *Jelly* got to experience the detrimental effects of her parents’ separation especially when she got pregnant while in her first year in college. The situation worsen because her parents had no stable jobs during that time. She was forced to take whatever available job she could have in order to support her studies and her newborn child, “Nag-aaral

po kasi ako ng college, tapos po noong first year po, nabuntis po ako. Tapos po sa kagustuhan ko po mag-aral, kaso wala po trabaho parents ko, nageseparate po kasi sila. Kaya wala pong susuporta sa akin kaya po napilitan ako sa ganitong trabaho”. *(I was a first year college student when I got pregnant. I still wanted to continue my studies despite what happened to me but my parents could support my studies anymore because they had no job at that time. I was forced to take this job because of the lack of support from my family.)*

The negative effect of separated parents was also a familiar scenario to Ash as well. Her parents were not together anymore when she decided to go back to school. Unfortunately for her, neither of her parents was able to help her with her decision, “Eh kasi po dati po nag-stop po ako, eh gusto ko pa po mag-continue para makatapos po. Eh hiwalay po yung mga magulang ko. Wala po susuporta sa akin para mag-aral. Kaya po kahit anong paraan, basta po gusto ko lang makatapos.” *(I stopped schooling but really wanted to continue studying. Unfortunately my parents were separated and they didn’t have the means to finance my studies. I did whatever it would take me, to finish my studies.)*

Further, Ash said that the earnings she gets from working is just enough to pay for her schooling and house expenses. Sometimes, she has extra job of selling stuffs in order to make both ends meet and earn enough money to live without getting into debt, “Anu lang po, sapat-sapat lang po. Hindi po ako nakakaipon talaga. Parang kelangan pa din po sumaydline ng iba. Ah minsan po, nagtitinda-tinda po ako ng kahit ano. Anu lang po, pag halimbawa kinukulang, pag wala pong ano, pag kailangan pong kumita ng pera.” *(You know, I earn just enough. I am unable to really save up. It is like you need to have a sideline. At times I try to sell anything I can get my hands on whenever, for example, I am tight on budget, when I don’t have enough, and I need to earn money.)*

Some schools offer academic scholarships to their deserving students in order to help them finance their studies. However, it isn't still enough especially when their respective families are not very helpful to the students. *Hill* was a member of her school's dance troupe and received monthly allowance from it. Unfortunately, her parents were not able to provide additional assistance for her studies and this required her to look for a part-time job, "Anu po kasi dancer po ako kaya po hindi sila totally nagbibigay. Kapag po nanghingi ako dun lang po sila nagbibigay. Wala naman po gaano support parents ko kaya po kailangan ko magtrabaho." *(I was a dancer in school so my parents didn't give allowance regularly. They only gave me some money when I asked for it. My parents weren't fully supportive of my studies that's why I needed to work.)*

Like all of the participants, *Angel* considers lack of family support as her primary reason for working in a paid sex industry. She also connects having quite a large number of siblings to her parents' inability to send her to school, "Madami po kasi kaming magkakapatid, si nanay ko po hindi kami kayang buhayin. Kaya po nakay-tita po ako ngayon. Eh si tita po, may pamilya rin, may mga anak din po. Kaya po wala susuporta sa akin kaya napasok ako sa ganitong trabaho. Meron po kasi siyempre parang magiging kakaiba ka talaga kasi yung iba sinusupportahan ng magulang, naibibigay ng magulang yung needs nila, na ikaw, hindi mo naman ginusto na maging madami kayo, na gawin mo yung bagay na alam mo naman na hindi dapat, pero nagagawa mo. Halimbawa, kung hindi naman po siguro kami madami, mabibigay po ng magulang ko yung needs ko. Kaso wala po talaga suporta kaya ako napasok sa trabaho na 'to.'" *(I got a lot of siblings and it was only my mother who was working. I'm currently staying with my aunt. She also has her own family to support. I took this job to help me finance my schooling. Sometimes, you will really feel indifferent because you will compare yourself*

with other students who have supportive parents. You will accept that it's not your fault why you have many siblings; that only if you have a small family, your parents could afford to send you to school. But the reality is that it's not my situation. My parents cannot support my studies so I resorted to having this job.)

Not having enough financial resources to support one's needs is a very challenging situation. Even if a person is very much willing to do a certain thing, just like the participant's willingness to study, it will be very difficult to achieve this if you don't have the financial mechanism that will fuel your aspiration to complete your task. For instance, *Shie's* lack of money to pay for her tuition fee forced her to work, "Kasi po minsan gipit naman din po ako sa pera. Wala din po kasi pera kami pang-tuition." *(There are times when I have financial difficulties. We don't have money to pay for my tuition fee.)*

Maye also has the same dilemma. In her situation, she got tired of working for ten years that made her decide to study again. However, because she doesn't have enough savings that will pay for her studies, she needed to look for a job that will help her with her school finances:

Tapos po nung first year college po, nabuntis po ako, ganun po, kaya nahinto po ako ng pag-aaral dala na rin po ng financial problem. Tapos po after ten years, ahm... na-experience ko po yung hirap ng trabaho, yung paghinto ko po sa pag-aaral, kaya po nagtrabaho po ako ng ganito.

(I got pregnant when I was in first year college and needed to stop attending school because of some financial problems. For ten years that I was not in school, I experienced difficulties at work so I chose this kind of job.)

- *Maye*

Financial constraints also limited and somehow controlled the options of *Hill* in choosing the line of work that she can have to help her with her needs. She felt that she had no other choice at that time and just chose the job where she could earn some money in the

easiest way possible, “Anu po, noong una po kasi, ano, madami pong gastusin sa school, tapos po marami din pong problema sa amin tapos po meron po ako nakakwentuhan sa school tapos ayun nga. Hindi naman po niya ako pinilit pero parang nag-offer lang po siya. Tapos yun po parang noong una po no choice lang ako kasi kailangan ko po makapag-aral. Kailangan ko po makapagtapos. Kaso nga po wala pang financial. Tapos ayun po, ngayon eto na po.” *(It was really a hard time then, especially financially. Someone at school offered me this job. I was left with no choice because I needed the money to finance my studies.)*

Angel, on the other hand, met someone who promised to pay up for her school expenses. It was their set-up for a while until she realized that it's not acceptable to put your life's trouble into another person's shoulders. Therefore, she just chose to look for a job that would help lessen her problems, “Kaso po nitong anu po, huli po, naisip ko po na anu, mag-aral talaga kasi po may nakilala po ako na susuportahan daw po niya yung pang allowance ko po sa school. Kaso po kelangan din itigil dahil hindi naman po laging yun na iasa mo buhay mo sa ganun. Kulang po talaga sa pinansyal kaya po ako nakapasok sa ganitong trabaho.” *(I thought of studying again because I met someone who promised to support my financial needs. However it didn't last long because I felt it's not good to burden another person with your troubles in life. I'm really having some financial difficulties that's why I chose to have this work.)*

This result mirrors the study of Marquez (2004) where it was demonstrated that young people who have been exposed to a variety of nontraditional living arrangements and family disruptions developed more accepting attitudes toward premarital sex, an increased likelihood of early sexual activity and childbearing as well as increased prevalence of nonsexual risk behaviors, such as smoking, alcohol intake, drug use, theft and vandalism.

The finding of the study also supports Santrock's (2001) studies which have shown that most problems faced by today's youth are not necessarily of their own making. Many of them are "not being adequately reared by adults, not being adequately instructed in school, and not being adequately supported by society" or the community in which they live.

b. Source to Support One's Family

Aside from the need to support oneself to get a diploma, the necessity or the obligation to support members of the family also fueled the desire of the participants to engage themselves in the paid sex work. In particular, *Maye* shared that she has difficulties in handling the money she earns from work because it's not only her studies she's thinking about. She also gives money to her sister who's suffering from breast cancer. Her sister is separated from her husband that's why *Maye* is the only one who's buying the medicines of her sick sister. Although she has not been able to set aside money from her earnings, she said that she was able to buy some appliances for their house, "Sa totoo lang po, wala pong natitira sa akin kasi po, minsan po nabibigyan ko po yung ate ko kasi wala din po siyang anu, wala din po siyang trabaho. Hindi na po nakakapagpadala yung asawa nya. Wala din po siyang pinagkukuhana n. Kapag meron po ako na sobra na dapat naitatabi ko, naibibigay ko po kay ate ko. Kaya wala po talaga akong naiipon sa kinikita ko. Wala po talagang ipon. Nakakaipon man po ako, bagay po. Gamit po sa bahay namin tulad ng tv, tulad po ng ref, ganun, nabibili ko po siya. Wala po akong naiipon na pera." *(To tell you honestly, there's nothing left for me to save, because sometimes, I give money to my sister because she also doesn't have any source of income, she is unemployed. Her husband stopped sending her money. She doesn't have anyone to get financial support. Whenever I have extra money that I should keep for myself, I rather give it*

to my sister. That's why I can't manage to save up. I don't have savings. If ever there is, it would be things that I buy. Things around the house like tv, ref, those sorts of things. But I am not able to save money.)

In the case of *Kim*, because of her parents' separation, she was forced to take the responsibility of taking care of her sick grandmother because her parents are not around to help them. This situation forced her to work in a paid sex industry just to buy medicines for her grandmother and support her schooling. Further, *Kim* added that she also cannot manage to save money from her work. The excess money she has is the one being used to pay for their electric bill that's why money isn't easy despite of the fact that she has work.

Kasi po yung anu, yung lola ko po noong anu pa lang ako, highschool, nagkasakit na. Wala po ako sa anu ng papa ko, yung mama ko, may iba na pamilya. Tapos naghiwalay sila. Eh di wala po mag-aasikaso sa lola ko, then parang naudyukan ako sa trabahong ganun. Kasi wala po susuporta sa pamilya ko para sa lola ko at pag-aaral ko. Hindi po ako nakakaipon. Sa pag-aaral ko po napupunta yung kinikita ko sa trabaho. Tapos pag may sumobra po, sa kuryente. Wala din po natitira sa kinikita ko. Nauubos din po sa gastos sa school at bahay.

(When I was in high school, my grandmother got sick. Nobody was there to buy her medicines because my parents were separated and both of them already have other families. I got this work to buy my grandmother's medicines as well as to have money to support my schooling. I am unable to save up. The money I get from work is spent primarily on my studies. Then if there's still some left, I pay for our electricity. There is nothing left of my earnings. It is spent on school and home expenses.)

- *Kim*

Being the eldest of the siblings, *Angel* said that whenever her younger brothers or sisters need some money for their own expenses, she's the one who will find a way to earn some money. She doesn't have any savings because she's trying to limit her work to just two

customers per month though there are times that she needs to look for more clients since she cannot let her siblings down, “Kunwari po dalawang libo kinsenas, parang napagkakasya ko naman po. Tapos kapag ano, kinukulang nagagawa ko ng three times, ganun po. Wala po talagang savings eh. Kasi pag may lumapit sa’yo na kapatid mo tapos ganito sasabihin, “Ate, kailangan ko nang ganito, ganyan”, ikaw talaga yung susuporta kasi panganay po ako eh. Ako talaga yung kailangang maghagilap.” *(For example, I earn 2,000 pesos every 15th of the month, I try to make ends meet. Then whenever I find my earnings still not sufficient, I do it three times. I really don’t have savings. Because whenever a sibling comes to you and then say “Ate, I need this, I need that”, I try to give what they need because I am the eldest. I am the one who tries to find ways for them.)*

Untimely pregnancy among students is a rampant situation these days. It becomes a source of difficulties to the young mother especially when the father of the child withdraws his support. The agony of raising a child doubles when family members aren’t supportive of the circumstances that happened to these young women. *Bea* disclosed how irresponsible she was before. Getting drunk and enjoying the company of her friends were her favorite past times. Her parents didn’t give much care of her wrongdoings and she didn’t mind her situation until she got pregnant. The odds weren’t on her side either when she decided to go back to school because her parents didn’t offer any help, and this made her resort to sex work:

Tapos, naisip-isip ko na mag-aral. Sarili ko lang din. Kahit magulang ko, hindi naman ako tinulungan. Kung baga, may sarili lang akong mundo, may sarili akong buhay. Kung baga, hindi ko din sila nakikita, matigas din kasi ulo ko. Saka yung pagiging bata ko, pasaway ako. Inuman, barkada, pasaway. Hanggang sa nagka-anak ko. Nabuntis ako, wala lang, kung baga yung batang, yung kabataang walang inisip kung hindi mag-enjoy sa sarili. Kaya ayun, pumasok ako sa trabaho na ito kasi gusto ko mag-aral kaso wala nga suporta ng pamilya.

(I decided to support my own schooling. My parents weren't able to help me with my needs in school. Ever since I was young, I have been independent and I am kind of a hard-headed teenager doing all the stuffs I want until eventually I got pregnant. I really wanted to study that's why I accepted this work.)

-Bea

When her baby was born, *Bea* went through the phase of great financial. Because of the high cost of her baby's milk, her earnings wasn't even enough to cover all their expenses, "Oo, dun na nagstart sa bar fine. Kaso naubos ulit. Yung parang kinabukasan ubos agad ang pera, padala sa magulang sa anak ko, dahil siyempre naggagatas pa yung anak ko nun eh. Antimano, yung needs niya gatas talaga. Siyempre, mabigat bigat din yun gatas nun. Hanggang ngayon naman eh. Ngayon pag naranasan ninyo magpagatas, napakahirap. Eh di yun, wala din matitira sa akin, kinabukasan, mga isang araw lang ang pera, lipas araw, ubos na naman yun. Kaya antimano, nagdire-diretso na kasi sa kakulangan ng pang pinansiyal." *(It started with bar fine. Unfortunately, the money I was earning wasn't enough to support the needs of my child so I just continued with this job because of my financial difficulties.)*

She further added that the burden of having three children with different fathers who don't give the rightful support for their respective children makes her loaded with financial problems. Even if she has work, *Bea* said that it's never enough because at the end of the day, all she thinks about is the money she will spend the next day to provide for the needs of her family. At the same time, she is also studying that's why she needs to be a wiser spender, "Ahm, hindi ako nakakaipon. Alam mo bakit? Kasi ano, time na wari mahawakan mo na yung pera tapos, yung kasi yung kinabukasan mo iisipin mo. May pera ngayon, ibibili mo na agad siya ng kailangan nyo – yung bigas, ulam, kailangan sa bahay tapos susunod na naman, iisipin

mo pambayad ng kuryente. Yung ganun. Pero unang unang budget ko talaga sa pagkain-pagkain namin. Tulad ngayon, may mga anak ako, tatlo. Yung masama pa nun, yung mga anak kong tatlo na yun, iba-iba pa yung ama. Hanggang sa nakapag-isip akong mag-aral ulit.”

(Ahm, I am unable to save up. You know why? It's because there are times when you have your money then you would think of what you need for the next day. The money you have at present, you will spend it immediately on the things you basically need – rice, viands, necessities around the house then you would think of the payment for the electricity. That kind of thing. But, the very first thing on my budget is for our everyday food. Like now, I have three children. The sad part is that all my three kids have different fathers. Then eventually, I decided to continue my schooling.)

Just like *Bea*, untimely pregnancy and lack of opportunity to get support from her family obliged *MJ* to look for a job that would assist her to raise her child and have enough resources to study. She disclosed that she made the choice of leaving her child with her parents in order to work as a servant in her aunt's “carinderia” or food stall to solve her financial problems. The plan was that earnings she would get from working in her aunt's “carinderia” would be sent to her parents in the province to buy the needs of her child. However, *MJ* really wanted to study so she decided to enroll and look for a “part-time” job so she can still send money to for her son and at the same time afford her schooling:

Anu kasi yan, ganito kasi yan, noong grumaduate ako ng high school, tumigil ako ng isang taon. May boyfriend kasi ako. Tapos nabuntis po ako. Iniwan ko po yung anak ko sa mga magulang ko sa probinsya tapos nagpunta po ako dito sa tiyahin ko. Gusto ko sana magtrabaho, pero pinagpatuloy ko na lang po yung pag-aaral ko. Tapos kaya naman po ako napasok sa ganito, siyempre yung kita yun pinapadala ko sa probinsya. Yun din naman inaasahan kasi ako ang magtatrabaho dito kasi gusto ko talaga mag-aral. Inisip ko na lang kunwari magpapart-time job ako pero hindi ko naman minsan makaya nga kasi gawa ng hindi ko makaya kasi

pumapasok. Tapos ayun, kaya ako napasok sa ganitong trabaho kasi may project kami, hindi ko magawa tapos nagkasakit yung anak ko. Siyempre may nag-udyok-udyok, ganyan. Noong una biruan lang namin, hanggang sa tambay-tambay na, biruan lang, tapos nung anu na, sabi ko, “Kelangan ko ng pera, baka gusto mong magkita tayo?”

(After graduating from high school, I stopped studying because my boyfriend got me pregnant. I left my child with my parents in the province and stayed with my aunt. I wanted to work but decided to just continue my studies. The reason I decided to have this job is because I needed to support the needs of my child and finance my studies as well. I treat this work as my part-time job even though at times I feel too tired to work because of my studies. I took this job because I needed the money to comply with my requirements in school. My child also got sick during that time. Someone persuaded me to try this job. At first I wasn't serious about it but later on I asked a guy if we could meet since I needed some money.)

- MJ

MJ also she disclosed that she tries to manage her finances wisely. Although she doesn't have what she can call savings, she earns enough from her work to send herself to school, buy the things that she wants and at the same time support the needs of her son. She further said that she doesn't have savings but she never run out of money, “Nasusunod ko naman yung iba kong luho. Tapos nabibigyan ko naman yung anak ko. Napapadalhan ko naman kahit paano. Wala po ako ipon. Pero hindi ako nawawalan. Hindi nawawalan. Laging meron. Hindi katulad dati, wala. Nganga na naman. Ngayon, laging meron. Hindi ko masabing ipon. Lagi lang meron. *(I manage to indulge myself with some of the things I want. And I can also give something to my child. I send some money when I can. I don't have savings. But I happen to have money to spare. I always have money to spare. Not unlike before when I had nothing. Now, I always have money. I can't say I consider it as savings but I just happen to have spare money.)*

This situation also mirrors that of *Regie's*, who also has a child to raise. It is her mother who's the only one trying to provide for the family's needs, "Kasi po kailangan ko din ng pera. Yung nanay ko po, siya lang din po yung mag-isang nagtatrabaho sa amin. Kailangan ko din po tumulong sa kanya para din po maiahon yung isang anak ko. May anak din po kasi ako." *(I need some money to help my mother who's the only one supporting the needs of our family. I also need to earn money to raise my child.)*

Regie also added that she's having a hard time managing her expenses. She said that instead of savings, there are times that she ends up loaning money from other people just to be able to provide the needs of her child and also to pay for her school expenses:

Hindi po ako nakakaipon. Nakakautang pa nga po. Hindi pa po siya sapat, yung kinikita ko sa trabaho. Lalo na po pag may anak ka na. Yung kinikita ko po napupunta lang sa school din po, pamasang-pamasang, baon, tapos yung mga binabayaran pa po. Tsaka po dun sa anak ko.

(No, I can't put aside money for savings. Rather I borrow money from others. The money I earn from work is not enough. Especially if you have a child. The money I earn only goes to my schooling expenses – fare, meals and unexpected school fees. Also, expenses for my child as well.

- *Regie*

Jelly also decided to look for a job while studying so she could have the money to finance both her studies and her son whom she left under the care of her parents in their province, "Kaya po ayun pinag-isipan ko din po. Yung kikitain ko po pang-aral. Yung matirang income, kapag po may natira, ayun po yung para sa anak ko. Yung anak ko po nasa probinsya. Ako po dito pa rin. Kaya po napalayo ako sa anak ko, kasi gawa na rin ng ganitong trabaho. Wala po talagang pera eh. *(I really think about the money I will earn to support my studies and the needs of my child whom I left in the province. I'm not with my child right now because of this work. I really need to do this because of money.)*

However, *Jelly* disclosed that she was not able to set aside some earned money to save. During our interview session, she revealed that there are times that she has extra money after paying her school expenses, however, every time she thinks about her son, she feels a little guilty keeping the extra money. Therefore, instead of saving the money, she will just send it to her parents for the needs of her child, “Pag lang po meron natitira dun sa budget ng project project sa school, yun po yung pinapadala ko na pang diaper, pang gatas ng baby ko. Pinagkakasya ko lang po. Hindi na rin po ako nakakaipon. Kapag nag-iipon, yung baby ko po talaga yung naiisip ko eh. Kaya pinapapadala ko na lang sa kanya.” *(Only when there is something left in my budget after doing my project in school, that I send money for the diaper and milk of my baby. I try to maximize my limited funds. I am not able to save up. Whenever I try to save, I suddenly think of my baby. That’s why I just send the money for my child.)*

Having two children, *Anne* also made the sacrifice of working while studying in order to support her studies and her children. She disclosed that there are times when she really had nowhere to get money to buy for their food, that’s why she resorted to her current line of work, “Pumasok po ako sa trabahong ito kasi kailangan po kasi gawa nang may dalawa po akong anak. Tsaka ayun din po, sa pag-aaral ko. Minsan po kasi magastos. Wala po talaga mapagkukuhanan ng pera.” *(I got this job because I needed to finance the needs of my two children and my schooling as well. I really don’t have other means to earn the money to sustain our needs.)*

However, according to *Anne*, she’s not really earning a lot. It is just enough to support her studies and the needs of her child, “Hindi po ako nakakaipon kasi po minsan po, maliit lang po yung kinikita ko. Sakto lang po sa pangtustos sa amin ng anak ko at sa pag-aaral ko.”

(I am unable to save up because sometimes, I earn only a little. Just enough to spend on my children and for my studies.)

The results of the study mirrors the study conducted by Gales (2015) that illustrates poverty or financial constraints as the main reason of the male student prostitutes in their choice of working in the paid sex industry.

c. Stepping Stones to Achieve Goals

Living underprivileged is a common denominator among the female students the researcher interviewed. Through the course of the interviews, it was revealed that during the time they decided to work, they were at a point in their lives where they needed money to be able to endure the bitter realities of their existence. They just decided to look for a job where they can earn money the easiest way in order to somehow survive. According to them, they don't want to feel victims of their own predicaments because they still have to make their dreams realities. They still have some aspirations that they need to achieve. And they still have hopes in themselves that fuel their desire to go on. These female students took this job as a temporary stepping stone for them to achieve their life goals.

During the researcher's conversations with the female students, they bravely voiced out that paid sex work is just an odd job for them, meaning, it's not a permanent one. At present, their work is the perfect solution to their financial difficulties. For them, this work simply provides a way to pay their way to school and house bills until they graduate and a better job is found. *Shie*, in particular, treats her present job only as a part-time job. She said that she really doesn't want doing this that's why after just an hour, she usually asks her customers to go home. She really hopes to finish her studies and leave her present work, "Part-

time lang po para sa akin ang trabahong ito. Wala pa po one hour, nagyayaya na po ako. Siyempre po, hindi ko naman gusto yung trabahong ito. Pag ano, baka magkatapos na rin po, maghinto na ako. Inuunti-unti ko na rin po. Simula po nung na-irreg ako last month binigyan ko ng deadline yung sarili ko. Hanggang ano, hanggang makatapos po ako. Yun, pagka-graduate ko, ihihinto ko na po yung trabaho ko na ito. Hanggang makatapos doon na lang po ako sa trabaho ko na'to. *(This work is just like a part-time job for me. Even if we still have time left, I ask my customer to leave the place. I really don't like this work. Probably when I finish my studies I will quit this job. I am trying to put an end to it little by little. Ever since my menstruation period got irregular last month, I gave myself a deadline. When I finish my studies, I will quit my current job. Until I finish schooling I will be in this line of work.)*

Furthermore, Shie shared that what makes her fearless in her work is her dream of finishing her studies and finding a good job after. If she won't be successful in the field of education, she already has a back-up plan of working in a government office, a job that is decent and that will make her proud, "Gusto ko lang po makatapos. Para naman po pag natapos ako, may anu na ako, may pagmamalaki at saka ma-ano, yung bang mas marangal na trabaho. Anu po, ahmm, gusto ko po makatapos. Tapos po, kapag po iniisip ko kapag nahirapan ako ng sa OJT ko, hindi ko itutuloy yung sa trabaho na yun. Maghahanap po ako ng ibang trabaho. Gusto ko po yung sa government. Para po mas ano, mas marangal po yung trabaho" *(I want to graduate from college. So that when I graduate, I have something to be proud of, and I get to work in a more decent job. I want to finish my studies. And then when I think about my challenges when I have my OJT, I feel like quitting from that type of work, that I will look for another work. I want to work in the government. That type of work is honorable.)*

Regie also acknowledges that her present work isn't what she wants for the rest of her life. If given the opportunity to finish her studies and have a good job eventually, she promised herself that she won't go back to this line of work, "Hindi na po ako babalik sa ganitong buhay kung may pagkakataon. Hihinto na po ako makatapos lang po talaga ako ng pag-aaral, makapagtrabaho lang po ako ng maiging trabaho. Gusto ko po, unang-una na makapagtapos para po makapagtrabaho naman ako sa magandang company." *(I will never return to this kind of life if given an opportunity. I will quit, I just have to finish my studies and have a better and decent job. Above everything else, I want to graduate so that I can work in a good company.)*

Like *Regie*, *Maye* is also decided to leave her current work once she gets her diploma and a better job, "Kung makakatapos po ako ngayong taon na ito sa pag-aaral aalis po ako sa trabahong ito. Talagang one hundred and one percent po na ititigil ko na ito at hahanap po ako ng sariling pamilya na tatanggapin po ako. Pagkatapos ko po ngayong sem eh hihinto na talaga ako. *(If I get to finish my studies this year I will quit this job. I will stop doing this one hundred and one percent sure and I will look for my own family who will accept me. After this semester I will quit this job.)*

Moreover, *Maye* said that she really wants to finish her studies in order to give a better life to her family. She wants to help her mother and sister to find the best doctors who will help cure their sickness. She also dreams of building a house for her mother and bring her family for a vacation in a place where all they will do is to relax and enjoy the moment:

"Ang gusto ko lang po kasi eh makatapos ako ng pag-aaral, si nanay at si ate ko po, mapagawa ko po yung bahay namin. Kapag natapos po ako ng pag-aaral, pag nagkapera na po ako, eh maipagamot ko po si ate ko at si nanay ko. Kung sakali po na su-swertihin ako sa field na pinasok ko at tsaka po eh mapasyal ko sila sa isang lugar na sama-sama kaming pamilya eh sagot ko lahat ng pagkain, lahat po, yung wala po sila gastos. Yun po yung pangarap ko."

(All I want is to finish my studies. I will be able to afford the renovation of our house. When I graduate and have enough money, I will be able to send my mother and sister for health treatment. If ever I get to be lucky enough in the field, I would take my family out to a place where we are all together and treat them and they don't need to worry about the expenses. That is my dream.)

- Maye

On the other hand, Kim believes that finishing her studies isn't a hundred percent guarantee that she will land a good job. However, she reiterated that working in the paid sex industry isn't what she wants to do for the rest of her life. Although she's not giving herself a deadline as to when she will stop her work, she hopes that after two years she will be out of this line of work, "Kasi hindi naman agad pagkatapos mo mag-aral eh makakakuha ka na agad ng permanenteng trabaho. Wala naman po ako deadline na binigay sa sarili ko. Pero mga two years na lang po siguro aalis na rin ako sa ganitong trabaho." *(It doesn't follow that after college I can easily get a permanent job. I haven't given myself a deadline. But in two years time, I might leave this line of work.)*

Furthermore, Kim also somehow mirrors the dreams of Maye. She wants to finish her studies, find a good job after so she could alter their present life. She hopes to give her grandparents a better life that they deserve, "Matapos ko yung pag-aaral ko. Tapos kapag natapos ko, babaguhin ko yung buhay ng lolo't lola ko." *(I want to finish my studies. Then, when I finally graduate, I will change the lives of my grandparents.)*

Jelly mirrors the sentiments of Shie in terms of work. She doesn't want her present work to be a permanent one. She wants to exit from this line of work once she finishes her schooling, "Para po sa akin itong trabahong ito ay pansamantala lang naman po. Hindi po ito

pang matagalan. Kung baga po, itong trabahong ito hindi po permanente. Hindi po siya permanente para sa akin. Pag nakatapos na po ako, hihinto na po ako sa trabaho ko.” *(This job isn’t a permanent thing. It’s like, this job isn’t a permanent one. For me, this is not permanent. When I finish my studies, I will stop doing this job.)*

Moreover, Jelly left the care of her son to her parents in their province so she could concentrate in her studies. It was a painful experience to her because she wants to be with his son. Jelly hopes to finish her studies in order to look for a stable job to be able to personally take care of her son, “Yun nga po, pangarap ko yung makatapos po ng pag-aaral. Tapos yung pangarap ko po talaga yung HRM, yung pangarap ko po makatapos. Pag nakatapos po ako, sa baby ko naman ako magpo-focus. Pag nakahanap po ako ng magandang trabaho, kukunin ko siya sa parents ko. Yun po, gusto ko po magkasama kami.” *(Like I’ve said, I want to finish my studies. Then my dream course really is HRM, which I aspire to finish. When I’m finally done with my studies, I will focus on my baby. If I ever find a good job, I will get him from my parents. I want us to be together again.)*

Hill, on her part, is convinced that once she finishes her studies, she will find a good job. This will eventually pave the way for her to leave the line of work she has now. She wants to be the same person that she is now minus the sex work thing:

Kapag nakatapos ka ng pag-aaral, iwan mo na yung ganung trabaho kasi meron ka nang mas magandang trabaho. Siguro po ano, eto pa rin ako pero iiwan ko na lang siguro yung ganung trabaho kapag nagkaroon na ako ng mas magandang trabaho. Hanggang maka-graduate lang po ako. Basta po naka-graduate ako, ayoko na. Aalis na ako sa ganitong trabaho. Siyempre po, maganda po kung may mas magandang trabaho. Yun po pangarap ko, magkaroon ng magandang trabaho in the future.

(When you finish your studies, you will leave this type of job because you have a chance of having a better work Maybe I will still be the same person but I will leave this line of work when I get a better job. I will still

be working like this until I graduate. When I graduate, I don't want to do this anymore. I will leave this type of work. Of course, I want to find a better job. That is my dream, to have a better job in the future.)

- Hill

Bea certainly convinced herself that her present work should have a limit. Her three daughters are now growing up and getting matured and she's sure that one of these days, they will start to ask questions about her work. She's firm in her belief that if a person wants to change her life, she has the willpower to do so. Eventhough she's not a frequent churchgoer, she knows that she will be able to get through this phase of her life in order to give herself and her daughters a better life:

Binibigyan ko rin ng limit itong trabaho ko na ito. Siyempre hindi habang buhay eh ganito na lang yung magiging trabaho ko lalo na, tulad ngayon, nagdadalaga na yung mga anak ko, hindi naman pupuwedeng hindi malalaman nila yun yung trabaho kong ito. Siyempre, yung mga anak ko matanong. Pero siyempre, nangangarap pa rin ako na hindi hanggang ganito lang ito. Darating yung pagkakataong maiaalis ko din itong ganitong trabaho. Kaya araw-araw, di man ako nagsisimba madalas, pero pinapanatili ko sa isip ko na aalis din ako dito. Kasi kapag ginusto mo na umalis sa ganitong trabaho, makakaalis ka, lalo na kapag may pangarap ka sa buhay at sa mga anak mo.

(I am giving myself a limit on this job. Of course I don't like this to be my job forever, especially now, my daughters are growing up, it is possible for them to learn about the job I currently have. Of course, my kids are curious. But of course, I wish that this is not the end for me. There will come a time when I will be able to leave this type of work. Even if I am not a frequent churchgoer, I try to think that soon I will quit my current job. Because when you want something like leaving this line of work, you can do it, especially if you have dreams in life for yourself and your family.)

- Bea

Further, she also shared that at this point in her life, whatever she wishes for isn't for herself anymore but for the future of her daughters. Given her current situation, she doesn't

think that she could still get married that is why she really hopes to either finish her studies and find a good job or go abroad, save up some money and eventually put up a business of her own:

Bale gusto ko sanang makapagtapos. Yun yung pangarap ko. Ahm, nangangarap naman din ako. Pero sa ngayon, hindi ko masasabi kung makakapag-asawa ako eh, di ba? Dahil unang-una madami akong anak. Mahirap makakuha ng lalaki na siseryosohin ka na ganun kadami anak mo, tapos malaman pa na ganun ang gawain mo. Ngayon, parang nasa isip ko, iniisip ko na lang, yung pangarap ko para sa mga anak ko. Hindi na yung para sa sarili ko yung pangarap ko. Yung mga anak ko, mabigyan ko ng magandang kinabukasan. Kaya gusto ko, kapag nakapag-abroad ako, mag-apon. Tapos, kapag nakapag-apon ako, magnegosyo. Tapos ayun, unti-unti na yun.

(Well, I want to finish my studies. That is my dream. I always dream. But for now, I can't say if I will ever be married, right? Because first of all, I have many children. It's hard to find a guy who will take me seriously especially that I have that many children. Then also finding out that this is what I do for a living. But now, in my mind, I only think of the dreams I have for my children. It's not anymore the dream I have for myself. I want to give my kids a bright future. That is why when I finally go abroad, I will save up. Then, when I have enough savings, I will put up a business.)

- Bea

Ash also asserts that her work in the paid sex industry is a temporary one. She just does it to have some money for her expenses. At the end of the day, she still hopes to graduate and find a good job. She really hopes to change because most of the people will judge her once they find out the nature of her work, "Gusto ko lang po talaga is yung makayari ako ng pag-aaral. Pag nakayari ako, maiiwasan ko din ito, makakaalis din ako sa ganitong trabaho. Kung pwede po sana mabago, gusto kong mabago. Kasi parang sa tutuusin po eh sa ganyan klase ng trabaho eh ang baba ng tingin ng tao sa'yo eh. Kaya aalis din po ako sa ganitong trabaho. Hanggang makatapos lang po ako ng pag-aaral, titigil na po ako sa ganitong trabaho.

(All I want is to finish my studies. And when I do, I will stay away, leave this line of work. If there's a chance to change, then I would like a change. Because in reality, people will look down on you if you have this job. That's why I would like to leave this job. Once I finish my studies, I will quit my job.)

Likewise, Ash said that she wants to have a life of her own and be able to buy the things that she wants which she feels she has been deprived of because of financial difficulties, “Sa ngayon lang po, gusto kong makatapos ng pag-aaral para maka-ano naman po ako ng iba kong gusto sa buhay na magawa ko. Eh kasi po, ang gusto ko lang talaga, makatapos para kung halimbawa man po, may marating ako kahit papaano, may makuha ako na magandang trabaho. Anu po kasi, gusto kong magkakaroon ako ng sarili kong buhay, kailangan po meron akong sariling bahay, meron akong, kailangan kumpleto po. Kailangan, meron na ako lahat ng kailangan ko. Yung mga hindi ko po naranasan nun, yun po yung gusto ko sa ngayon na magawa ko naman.” *(As of the moment, I want to finish my studies so that I can do whatever I want to do with my life. The only thing that I want is to finish my studies so that for example, I achieve something then I might have a chance to have a better job. I want to have my own house, I need to have my own house, and it needs to be complete. I want to have everything I need. I want to have the things I never experienced before.)*

Like Ash, Anne also wants to exit from her current work once she lands on a good job after graduation. She already promised herself that this work will have to stop once she graduates, “Iniisip ko lang po talaga yung pag nakatapos ako ng pag-aaral, titigilan ko na itong trabaho na ito. Basta po makapagtapos ako ng pag-aaral ko para po makaalis ako sa ganitong trabaho. Hanggang sa makapagtapos lang po ako ng pag-aaral, titigilan ko na po itong trabahong ito. Pangarap ko po makatapos po ako ng pag-aaral tapos po makapagpagawa po

ako ng sarili kong bahay, tsaka po para po pag nakapagtapos po ako ng pag-aaral, maibigay ko po yung pangangailangan ng mga anak ko. Mapagtapos ko din po sila ng pag-aaral (cries). Kapag natapos na ako, magtatrabaho na ako nang maganda. Basta po, makakuha po ako ng permanente kong trabaho. Yung maganda po. *(I think that I just need to finish my studies then I will quit this job. I only have to graduate so that I can leave this line of work. Once I finish my studies, I will quit this job. My dream is to finish my studies then I want to have my own house, and when I finally finish my studies, I can provide the needs of my children. To be able to help my kids finish their studies too (cries). When I finish my degree, I will work in a better job. I will be getting a permanent job, one that is good.)*

Finishing her degree and going abroad is the plan of *Angel* once she's done with her schooling. She stressed that she really needs to change her nature of work that's why she's doing everything just to finish her studies. She's aware of the difficulties of being a working student and it was her great dream to leave her work when the time comes that she could already afford to, "Kailangan ko po talagang baguhin. Kaya po talaga nagsumikap ako na mag-aral po kasi hindi naman po palagi na ganito na lang, na maging ganun na lang yung buhay ko. Makaka-alis din po ako sa ganitong trabaho. Gusto ko din po na mag-abroad para kapag anu po kaya gusto ko na po makatapos para po matigil na ito. Makakuha ka na ng ano, mahirap po kasi mag working student. Makatapos lang po ako talaga ng pag-aaral, hihinto na ako. *(I need to change. I need to study hard because I don't want my life to be as it is now. I will be able to leave this line of work. I want to go to abroad so that, I want to finish my studies so that I can quit my present work. It is hard if you are a working student. When I finish my studies, I will quit this job.)*

Moreover, giving her family a better shot in life is the dream of *Angel*. She hopes to finish her studies and find a good job after. She emphasized that she's doing her best to have high grades because she believes that high grades are still necessary in order to land a better job,

Gusto ko po iahon sa hirap yung pamilya ko. Yun po yung pinapangarap ko. Hindi ko po alam kung through Education nga po ba. Pero alam naman po natin na pag may pinagtapusan, mas madali. Kasi pag natapos ka, may makukuha ka ng magandang trabaho. Kasi po actually po focus naman ako sa pag-aaral. Kasi kelangan ko po talaga, mini-maintain ko pa nga po na mataas yung grade ko kasi po siyempre kung halimbawa po na mapasok po ako sa trabaho, mas madali po ako na makukuha or mapapasok kapag po ganun.

(I want to alleviate the unfortunate situation of my family. That is what I dream of. I don't know if it is through Education. But we all know that life is easier when you have a degree. Because when you have a college degree, you will get a better job. Actually, I'm focused on my studies. Because I really need it, I try to maintain getting high grades, if I have good grades, I will have a better chance of being employed or getting hired.)

- *Angel*

MJ also emphasized that her current work is just a way that will provide her with greater opportunities in the future. Now that she's just a year away from graduation, she believes that once she has her diploma in her hands, she could find a better job to get away from her current work:

Hindi ko siya nagustuhan. Anu lang siya, pansamantala lang siya dala lang siya ng pangangailangan. Ngayon, malapit na ako gagraduate, ganito pa rin. Iniisip ko, maka-graduate lang ako, titigil ko na itong trabahong ito. Hanggang sa makatapos ako ng pag-aaral, hihinto na ako sa trabaho ko ngayon.

(I never liked it. It's just a tentative job. Now that I will soon graduate, I am still the same. I think, I will graduate, I will stop doing this job. Once I finish my studies, I will quit my current job.

- *MJ*

Just like the other female students, *MJ* also shared that building a dream house for her parents is what she hopes to do. Her other siblings have their own families that's why she wants to be the one to take care of her parents, "Gusto ko lang naman, makapagtrabaho ako ng maayos. Tapos yung magulang ko, gusto ko matulungan ko din kasi yung mga kapatid ko nag-asawa na rin. Tapos wala pa kami sariling bahay. Yung may matawag lang na bahay. Yun lang. Tapos gusto ko sila kuhanin dun sa probinsya kasi mahirap ang buhay doon." *(All I want is to work efficiently. Then I want to help my parents because all of my siblings have their own respective families already. And then we don't have our own house. So I want a home I could call my own. That's it. And I want to get my parents to the province because their way of living is much more challenging there.)*

Adjustments Done to Balance Time between Work and Studies

When faced with a difficult situation, a person has at least two choices. It's either the person succumbs to his or her problems and just accepts whatever circumstances these problems will bring or make the necessary adjustments in order to cope up with the demands of the situation. One common problem encountered by the female students interviewed is the necessary adjustments they needed to do in terms of juggling their studies and work at the same time. Some customers ask for their services even during the time they are in school. As they revealed, they've tried to re-adjust the schedule of their meet-ups with their respective clients in order to accommodate them. As *Shie* disclosed, some of her customers would send her a text message during class hours. In order to have a win-win solution, she just asks her customers to schedule their meet-up after class, "Meron din po nagtetext sa akin na customers kapag po pumapasok ako sa class. Siyempre po uunahin ko siyempre yung klase. Minsan po

ini-schedule na lang po. Tinetext ko na lang sila kung kailan ako pwede pagkatapos ng class ko. Ini-schedule na lang po.” *(There are some customers who text me when I attend my class. Of course, I would prioritize my class. Sometimes, I schedule to meet them at another time. I text them when I am available, after my class. I just try to schedule my meeting with them.)*

Regie has an almost similar predicament whenever her customers ask for meet-ups while she’s still in school although she said that it wasn’t really hard for her since her customers already know that she’s studying. The adjustment she needs to do doubles because she’s also a single mother with a child to take care of. In order for her to go to school, she leaves her child with her mother, “Single mom po ako. Lalo na po kapag pumapasok. Iniiwan ko lang din po sa nanay ko yung anak ko. Tapos po pag may ganung sistema, tatawagan po ako ng customer minsan. Hindi naman po ako nahirapan mag adjust. Alam naman po kasi nila na nag-aaral ako. Sinasabi ko naman. Kaya po kapag may pera na sila binibigyan nila ako kahit papaano.” *(I’m a single mom. Especially when I have to attend school, I usually leave my child in the care of my mother. With that kind of set-up, sometimes a customer would call. I have no trouble adjusting. Because they know that I am currently studying. I tell them about it. That is why when they have extra money they usually give me somehow.)*

The situation of Maye is not different from Shie and Regie. Some customers will ask to meet her during class hours. She just then informs her customers of her vacant time so she won’t be disturbed in her classes, “Depende po kasi yun, kunwari po, may tawag po, sasabihin ko ganito yung oras na bakante ako. Tapos ayun po, itetext ko na lang po para po hindi maabala yung klase ko.” *(It depends, for example I have a call, I would tell (the client) the time I will be available, usually during my vacant period. And then, I will just send them a text message so as not to disrupt my classes.)*

In the case of *Kim*, some of her customers ask for her services in the middle of the day. Because her classes usually end late in the afternoon, she usually informs her customers to just schedule their meetups in the evening, “Yung adjustment ko lang naman po eh kapag po may customer na nagtetest ng may klase ako, tinetext ko na “Mamayang gabi na lang.” (*The only adjustment that I have to make is whenever I have a customer that sends me text messages whenever I have class. I would text him back and say “Later tonight.”*)

Studying and working at the same time isn't an easy combination especially when you have certain requirements to do in order to have good grades in your subjects. *Jelly* had experienced having clients to meet during the times when she also needed to review for her exams the following day. She said that it was a hard situation because she wanted to study but she was also thinking of the money she might earn from her work. It's a good thing that when she tried to explain her situation to her customers, they agreed to re-schedule their meetings:

Yun nga po yung medyo mahirap po mag-adjust sa pag-aaral at trabaho ko. Yung oras ko po sa pag-aaral, pag po may exam po, iisipin mo pa. Kasi po minsan nasasabay sa exam yung araw ng pagmi-meet nyo. Eh yun po, ini-explain ko na lang po sa customer ko na may exam kami, hindi pwede. Ibang date na lang. Ibang araw. Naiintindihan naman po nila kasi sinasabi ko naman po minsan na kailangan ko yariin yung pag-aaral ko.

(This is the reason why it's a bit difficult to adjust in my studies and at my work. At the time I spend in my studies, when we have exam, I think about that. Because sometimes the day of my exam is the same day I am supposed to meet up (with a client). I would explain then to my customer that when I have an exam, it can't happen. I would set it on another date. They understand because I usually tell them that I need to finish my schooling.)

- *Jelly*

For *Hill*, her studies is primarily her priority. She said that the reason she's working is to send herself to school that's why she just tries to re-schedule her meetings with her clients

whenever they will try to contact her during class hours. Although there were times that she unintentionally neglected her studies because she needed to earn some money, studying is still her topmost priority because it is her reason for working, “Basta po sinasabi ko na lang po yung free time ko kapag po school days, tuwing gabi lang, ganun. Doon lang ako pwede. Kasi dapat naman po talaga ipa-priority mo muna yung pag-aaral. Kasi yun nga yung naging reason mo eh. Yun yung naging dahilan kaya mo nagawa yun isang bagay na yun kaya dapat mayari mo talaga yung pag-aaral. Kung may na-aano po na time na nagkakasabay, anu po, minsan sina-sacrifice ko yung school pero madalas po talaga school yung priority. Minsan po, nagtetest, ganun, pag nasa school na ako. Nirereplyan ko naman din po na “Mamaya na lang, nasa school pa ako.” *(I would tell them my free time during school days and that we can only meet during night time. Because that is the only time I am available. It is only right to prioritize first our studies. Because that is the reason behind why we do this work. That is the reason why we do (this type of work) because we really need to finish our studies. If there are times that are in conflict with my work, sometimes I sacrifice my time in school but often times, I prioritize my studies. At times, I receive text messages whenever I am still in school. I would reply “Later, I am still here in school”.)*

If the client won't agree to re-schedule the meeting, Bea said that she doesn't force him. She said that she only sees her clients whenever she's free from school at night. Although there are times that she meets her clients in between her classes because it doesn't take much of her time. One hour of vacant time is usually good enough so she can go back to her classes after, “Anu, ah, sa gabi lang minsan. Talagang sinasabi ko sa kanila na nag-aaral ako, hindi pwede ng ganitong oras. Kung ayaw niya naman, hindi ako namimilit, di ba? Nasa inyo naman yun. Ngayon sabihin ko, pwede ganito, kapag yung time na lalabas ako, kahit mga ilang, isang

oras lang naman kalimitan. Depende naman sa customer. Kapag mabilis, balik ulit sa school. Ganun, lalabas lang ako.” (*Ah, sometimes at night. I would tell them that I am studying, I can’t be with them during these hours. If they don’t want to, I wouldn’t force them, right? It depends on them. And then I would say, I can compromise. If I can go out, even for just a couple of hours. Usually it can be over in an hour, depending on the customer. If we are quick, I go right back to school. I would go out just like that.*)

Just like Hill, studying is the topmost priority of Anne. She said that whenever she’s in school, she tries to focus herself on her studies and block off whatever disruptions that might come her way and that includes some customers who try to have her services during class hours. In order to put emphasis on her priority, she usually informs her customers to just meet her after school, “Hindi naman po naapektuhan ng trabaho yung pag-aaral. Sinasabi ko naman po. Kapag po may nagtetext sa akin, sinasabi ko naman po na nag-aaral ako. Kapag po free lang po ako, dun lang po. Basta po pag nasa school, pino-focus ko lang po yung sarili ko. Hindi ko po iniisip yung mga bagay na makakagulo sa akin. Hindi ko po iniisip yung ginagawa ko po na trabaho. Basta po pag nasa school, pag-aaral lang po talaga.” (*My work doesn’t affect my studies. I tell them. Whenever someone send me a text message, I would tell him that I am in school. Whenever I am free then I would gladly meet them. As long as I am in school, I try to tell myself to focus. I don’t think of the things that bother me. I don’t think of the things I do at work. So when I’m in school, I only focus on my studies.*)

Angel’s situation is almost the same as the other female students the researcher had interviewed, although in her case, she didn’t have a hard time adjusting her study-work schedule because at the onset, she’d already informed her clients that it’s only after her classes that she will be able to meet them, “Wala naman po conflict sa schedule. Alam naman po ng

mga customers. Kasi po usually po pag gabi naman po yun eh. Sinasabi ko naman po sa kanila kung kalian ako free, doon lang po pwede.” (*I don’t have conflicts in my schedule. My customers know. Because usually I meet them at night. I tell them the time that I am free and available.*)

With the advent of technology, particularly with the use of cellphone for easy communication, it’s not difficult for MJ to adjust to the schedule of her studies and work. She usually informs her clients through text messages what time she will be free on a particular day so they won’t disturb her during class hours:

Anu lang yun ma’am, pag pumasok ako, anu lang yun, pag pumasok ako, may cellphone naman. Pagkatapos ng work ay pagkatapos ng pasok ko, dun na naman (laughs). Dadali na naman sa trabaho. Ilang hours lang naman. Dalawang oras lang pinakamatagal nun eh. Wala naman po nagte-text sa akin kapag nasa klase ako. Ako po nagseset ng ano, oras. Tinetext ko sila kung anong oras lang ako pwede. Kasi kailangan yung free time ko.

(Whenever I attend my classes ma’am, when I go to school, there’s the cell phone. After work, err, after my class then I go again (laughs). I go to my job. It is just for a couple of hours anyway. Two hours is the maximum. There is no one sending me text messages when I am in my classes. I set the time. I send them through text message about my time of availability. Because I need my free time.)

-MJ

The result of the study supports liberal feminism position on prostitution as a legitimate form of paid work and an expression of choice and agency. This suggests that sex work is a rational, financially motivated choice by adult women in a context of limited (other) career possibilities. Prostitution is seen as natural and determined by a rationale whereby the individual is merely maximizing her or his profit. This belief stems from contract theory where like in a contract, there is free exchange for a given period in exchange for money. The

contract theory then postulates that the sex worker does not sell herself, per se, or even her sexual parts, but contracts her sexual services.

Doubts and Second Thoughts about Being a Student Sex Worker

When a person is constantly faced with aversive situations that she feels no control over what happens to her, time will come that she will demonstrate helpless behavior and she will begin to think, feel, and act as if she has no control over her circumstances. During the researcher's interview with the female students, one significant observation that she recognized in them is their concept of personal helplessness when they believe that other people could find a better solution for their lack of finances or avoid the pain or discomfort of life's uncertainties. However, they believe that they, personally, are not capable of finding a better solution except to resort to sex work even though they question their decision of engaging in it.

In the case of *Shie*, she disclosed that there are times that she questions her decision of working especially when her customers will force her to do things that makes her uncomfortable. But because she's being paid by her clients, she knows the responsibility of doing her job even if she's hurting inside, "Tapos parang, "Tama ba 'to"? Yun po iniisip ko. Gusto ko nalang umiyak. Anu lang po, ina-ano ko na lang din po. Sinusunod ko na lang din po tapos ayun po, sasaglitin ko lang yun. Wala naman po ako choice." (*I'm having second thoughts if what I'm doing is right. I just want to cry. I follow what the costumers ask me to do because I don't have any other choice.*)

Maye, on the other hand shared that before she decided to have this work, she experienced inner struggle. Because of lack of finances, someone offered her money in

exchange for sex. At first, she was hesitant because she was thinking that there is a better way to solve her problem. However, her mother suddenly got sick and they didn't have the money to buy the medicines she needed. Although she was against it, she accepted the offer. She also said that she felt guilty afterwards. She questioned herself why she engaged herself in this line of work:

Actually, dala po ng kahirapan, may nag-offer po sa akin na lalaki. Nag-anu po siya ng worth ten thousand para lang po sa unang labas po. Tapos po, nung una po, inayawan ko, kasi po parang na-anu din ako sa sarili ko, nag-iisip pa po ako na baka may iba pang bagay na kikita po ako ng malaki na hindi ko po dapat gawin yun. Ayoko po talaga sana ng ganitong trabaho. Eh sa dala po ng hirap sa buhay, ayun po, nagkasakit po yung nanay ko, ganun po, kaya po naisipan ko po yung pasukin. Tinanggap ko po yung ten thousand na in-offer po sa akin ng lalaki. Guilt po meron po. Meron po talaga noong una. Tinaatanong mo sa sarili mo bakit mo nagawa yung bagay na yun. Ganun po.

(Because of financial difficulties, I got an offer from someone. It was worth ten thousand pesos. At first, I declined because I told myself that I can still earn in other ways. I really didn't like to be in this kind of job. However, the poverty that my family is experiencing as well as my mother who is sickly forced me to enter in this work, I accepted the ten thousand pesos offered to me by my client. I have guilt feelings. I questioned myself why I engaged in this job.)

- Maye

Like Maye, Kim also have some doubts about her work. She's candid enough to admit that there are really times when she couldn't understand herself- if she's starting to like the nature of her work or if she wants to get out of it. However, at the end of the day, she's trying to convince herself that she likes her work because there will be no other available job that she can apply for where she can earn as much as she's earning in her present work, "Kasi may time na ayaw ko na gusto ko. Kaya ko na di ko kaya yung trabaho. Naguguluhan po ako. Gusto ko na ayoko na. Minsan naiisip ko na nagugustuhan ko na lang. Pero parang

naguguluhan din ako na ewan. Minsan nagugustuhan ko na rin kasi sa dala nang walang-wala. Wala akong magawa kasi kailangan eh.” *(There are times that I’m bothered by my work. I like it but after some thinking, I don’t like it anymore. I am confused. Sometimes I pretend to enjoy what I am doing, but actually I am still confused at some point in time. Yet, sometimes I need to feel like I like it because of my needs. I cannot do anything because I really need this job.)*

Jelly also had second thoughts about her job. She didn’t really want to engage herself in this job. She feels guilty about doing it. However, she disclosed that whenever she thinks about her baby and her school expenses, she will just succumb to the harsh reality that she has no choice but to continue in her work, “Ayun nga po, nagka-baby na ako bago ko yun ginawa. Pero noong umpisa po, naiilang ako, kasi sa ibang tao ka makikipag-ano, makaka-sex mo. Yung pakiramdam po na hindi ko alam if mandidiri ako sa sarili ko or ano. Kung itutuloy ko pa ba or hindi. Pero iniisip ko na lang, para po sa kinabukasan ng baby ko, para po may suporta ako sa anak ko, pati po sa pag-aaral ko kaya ko po siya ginawa. Wala po akong choice kasi. Kahit po hindi kaya, pinipilit pong kayanin. Wala po eh, kailangan po talaga gawin.” *(I have a baby that’s why I got this work. At first, I was hesitant to have sexual intercourse with another person. I loathed what I’m doing. I’m having second thoughts if I will still continue this work but I need to support the needs of my child and I need money to finance my schooling so I continue doing it. I felt like I have no other choice. Even if I cannot handle it well, I need to do it.)*

Being in the paid sex industry is not a decent work especially when viewed in the context of the Filipino culture. This notion has been the dilemma of *Hill* because selling your flesh in exchange for money is an undignified kind of work in the country. However, she

pointed out that she reached a point in her life when not having a decent job doesn't bother her anymore. What is more important is that she will have the money to finance her needs:

Yung ganito pong trabaho, hindi po siya marangal. Lalo na nagtatago ka kasi yung katawan mo yung ginagawa mo, ginagawa mong sandalan. Pero para bang may point na parang wala ka nang ibang magawa, parang mas madali yung ganung trabaho kesa maghanap ka pa ng ibang mas marangal. Kasi hindi mo naman totally gusto eh. Parang napilitan ka lang kasi no choice ka eh. Ayun po. Pero let's face the reality, walang ibang makakatulong sa'yo kundi yung trabahong ito. Ganun, tanggapin mo na lang. Kahit ayaw mo ng trabaho mo, wala ka naman choice kundi gawin yun.

(This kind of job isn't respectable. You are in hiding because you use your own flesh to earn some money. But you reach a point when you have no other choice, you look for the easiest one, without thinking if it's still decent or not. I am not totally happy doing it. But, let us just face the reality; no one will help me pay my bills but this job alone. I need to accept it even if I don't like what I'm doing.)

- Hill

Although she fears for her life whenever she meets her clients, *Bea* admitted that the lure of earning money overpowers her fear for her own safety. She further said that she feels she has no other choice but to continue in her work despite its consequences, "Kaya palakasan nalang бага ng loob. Bahala na. Basta iniisip mo kumita ng pera, bahala na. Anu kaya, paglabas ko dito, buhay pa ako. Kaya kahit natatakot ka, gagawin mo na lang kasi wala ka naman choice na iba. Yung mga ganun." *(There are times that you should just show your brave face whatever happens. Just think about the money you will earn in doing this job. There are times I ask myself if I will get out alive everytime I go out with clients. You really just have face your fear because you don't have any option but to do it.)*

The determination to finish her studies overrides the guilt that *Ash* has over the nature of her work. She said that there are times she doesn't anymore know what to feel especially

that she's not used to this kind of work but her dream of graduating in college keeps her going, "Ah, parang 'di ko po yata alam kung ano mararamdaman ko. Kasi nga po kapag po pala hindi ka sanay sa una, parang nagi-guilty ka sa sarili mo. Pero lagi ko na lang po sinasabi, "Di bale, makakapag-aral naman ako siguro at makakayari kahit na ganito yung ginawa ko." Minsan kung ano, naiisip ko na lang, bahala na. At least makakayari naman ako. Wala naman kasi ako choice. *(It seems like I don't know what I should feel because I still have this guilt feelings about my work. I only think that by doing this I can support my studies. Sometimes I have so many thoughts running in my mind about my job, but then I tell myself that at least I can finish my studies.)*

Like Ash, Anne's intention to finish her studies is her topmost priority at the present time. During the interview, she was very emotional about the struggles she's going through. She feels devastated because of the fact that she needs to entertain different men in order to earn the money she needs to finance her studies. She feels that there's no other way; that she's left with no other options, that's why even if it's painful to take it in, she's left with nothing but to continue doing her work to be able to study:

Sa anu po, may kakilala po ako na nagreto sa akin. Una po ayoko kasi mahirap po. Eh nung anu po, naisip ko po na gusto ko po makapagtapos ng pag-aaral, kaya po pinasok ko kahit hindi ko gusto (cries). Mahirap po. Siyempre po, una po nandidiri po ako. Kung sinu-sino pong humahawak sa akin. Yung umaano po sa akin, siyempre po, iba-iba po yung katalik mo. Pero wala po ako magawa, wala po ako choice, kahit ayoko, itinuloy ko pa rin para sa mga pangangailangan ko. Pero wala po ako magagawa kasi nga iniisip ko yung makapag-aral ako, makapagtapos po ako.

(Someone introduced to me my costumers. At first, I was hesitant to enter in this line of work, but again I thought about my studies because I really want to graduate (cries). It is really hard. Because you are having sex with different people you don't even know. However, even if I cannot accept what I am doing, I have to do it for the sake of my needs. I feel I'm

left with no choice, I cannot to do anything about it. My priority now is to finish my studies and to graduate.)

- Anne

The awareness that someone else's family is affected in one way or the other because of her work bothers *Angel*. She said that she's happy because she's able to provide her parents and siblings with their needs and she has the money to finance her schooling. However, there are times that she's having second thoughts because she acknowledges the reality that her work is somewhat causing troubles or disputes in the family of her clients. But she feels she has no other option because she also wants to finish her studies in whatever way possible, "Kaso yung conflict po halimbawa po, ayun nga po yung pong sa nagsuporta po sa akin, eh may pamilya po yun. Parang siyempre maiisip mo yun sa sarili mo na, oo ginagawa mo 'to sa pera para masuportahan yung mga kapatid mo, yung magulang mo, mabili mo yung gusto mo pero may nasasagasaan ka kasi na pamilya. Nasisira mo kaya parang ano siyempre masakit din, parang ano din yung kalooban mo. Nakaka-konsensiya po talaga. Tapos yung ginagawa mo po, hindi po bukal sa loob mo, na gustong gusto mo na talaga matapos. Wala ka talaga choice kaya gagawin mo talaga. *(It's conflicting because you are able to support yourself and your family because of this work but you are not aware if you're causing trouble to other families. It also saddens you. I feel guilty because I really don't like what I am doing. I just don't have any choice but to do it.)*

MJ, like the other female students interviewed, is also uncertain about her work. She disclosed that there are times when she is indecisive if she will continue in her work but whenever she thinks about her future when she graduates, she just keep her conscience aside and accepts the truth about her work, "Noong una nag-iisip ako, "Paano kaya ito"? Tapos

sinabi ko sa sarili ko, “Bahala na ito kasi kelangan ko talaga”. Sabi ko, bahala na ika. Ayoko na ng ganitong buhay. Gusto ko na magbago. Kaya lang kelangan muna ngayon magtiyaga muna sa ganito kasi wala naman ako choice ngayon. *(At first, I am thinking, how things will work, then I tell myself that I need this job so I will take the risk. I don’t like this kind of life anymore. But I need this for now so I have to take it because I feel like I don’t have any choice.)*

This result of the study mirrors Surratt’s (2005) assertion that prostitution causes negative effects on mental health. In her study, she documented the elevated prevalence rates of current depression and anxiety among the sample of street-based female sex workers which is the same experience of the female student sex workers because of their doubts in their work.

Abuses and Maltreatments Experienced from Customers

Although sex work is not a direct form of sexual abuse, sex workers are still vulnerable to mistreatment from their clients. The female students who were interviewed shared some anecdotes of the ill-treatments they receive from their customers. The resiliency that these women showed is admirable. They still continue with their jobs despite the threats of abuse every time they meet up with their clients.

Notably, *Shie* felt that some of her customers are being abusive every time they persist on asking her to do a particular sexual position in bed that she’s not comfortable with. She feels it’s degrading on her part but because she’s being paid for her services, she has no choice but to do what her customers ask her, “Meron po pagkakataon na parang nang-aabuso po yung customers. Meron po sila pinapagawa na hindi ko talaga gusto. Kapag po ano, yung position na gusto nila. Siyempre po masagwa. Hindi ko naman po nata-try yun. Minsan napipilitan na

lang ako. Yung itataas. Yung ako yung nasa ibabaw. Opo. Masagwa kasi. Kaya ayoko pero pinipilit nila minsan.” *(There are times when I feel that the customers are abusing me. There are things that they want me to do that I don’t want to do. Whenever they want me to do a certain position. Of course it’s unseemly. I haven’t tried it before. Sometimes I am forced to do it. When they put me on top. Yes, it’s not decent. That is why I don’t want to do it but they force me to do it sometimes.)*

Like Shie, Regie also has experiences of being forced to do things she feels are not appropriate. She bravely expressed her dismay over her foreign customer who forced her to do a fellatio on him. There are also some clients of hers who hastily push her to bed upon entering the hotel room, “Yung foreigner po, pinipilit nya pong ipa-ano sa akin yung ari nya. Pinapasubo po. Tapos meron din pong time na bigla ka na lang itutulak sa kama ng walang kasere-seremonya.” *(There was a foreigner who forced me to perform an oral sex on him. There were also times when I would be suddenly pushed by my clients in the bed without any warning.)*

On the other hand, Maye felt abused by her customers whenever they force her to do more than she’s capable of doing during their meet-ups. She said that there are times when she’s exhausted from school but her customers will insist on another round to satisfy their needs. Even if she cannot take it anymore, she has to do it because she’s being paid for it, “Meron na feeling mo ina-abuso ka na kasi po minsan po ayaw mo na, yung nakakailang rounds na tapos ayaw pa huminto. Dalawa rounds po, minsan hanggang apat. Minsan po kasi dalawa na, pagod ka na sa school, tapos hanggang dalawa lang yung kaya mo, eh ayaw ka pa po pahintuin. Gusto po makatatlo, makaapat. So ayun po. Pinipilit ka po, parang abuso po.” *(Yes, there are times when I feel I’m abused because sometimes I don’t want to do it anymore,*

we have done a couple of rounds but the customer wants to keep going. Two rounds, sometimes up to four times. At times when we have finished doing it twice, I am exhausted at school, and all I can take is up to two rounds only but the client doesn't want to stop. The client wants to have three to four rounds. So there, I just try to do it and I feel that it is abusive.)

Hill like Maye, also feels that she's being maltreated by her clients whenever they will force her to perform oral sex with them. She said that she's really uncomfortable doing it, however she needs to concede to her clients' demands, "Ayun po, yung subo po. Ayun po kasi nasalahulaan po ako. Pero minsan po yung ganung bagay po nagagawa ko po kahit ayoko. Opo ayun po, medyo nahihirapan po ako sa paggawa nun kasi ayoko." (Doing oral sex with my clients. I find that action immodest. But sometimes I have to do it even if I don't want to. Yes, I find it difficult to perform because I don't want to do it.)

Bea's experiences with one of her clients which she found abusive is the time when her client, who was a foreigner, attempted to experiment with her private parts. She said that she was scared when the client suddenly showed her some cut carrots which he intended to put inside her vagina. Out of fear, Bea recalled running out of the hotel room and leaving her customer behind, "Kasi iba naman yung gagawin nya. Pang-aabuso na kasi. Anu, yung kasalahulaan, sobrang kasalahulaan. Yung tipong ano, yung anu-ano ipapasok sa anu mo, sa paday mo. Lalo na foreigner. Yung ganun, iba-ibang hinihiwa. Minsan carrots. Yung paglalaruan ka. Yun nga yung tinakbuhan ko kahit bayad na kasi nakakatakot, nakakadiri yung gusto. (Because the customer does unusual. It is a form of abuse already when things get so immodest. The type when the customer tries to insert various objects in your vagina. Especially when it is a foreigner. Like different sorts of things that can be sliced, like carrots. These ones try to play with you. There was a time when I ran away even though I got paid

already because he wanted to do scary and disgusting things to me). She also shared another form of abuse she endured with her customers. According to her, there are some men who forced her to perform oral sex for an hour. She said that it was beyond her capability but her customers won't stop until they are satisfied:

Ay yung para kang inaabuso kasi yung mukha siyang maangot tapos papa-blow job siya. Kahit sabihin mong mag-ano ka, hindi mo feel yung itsura nya tapos gustong ganuhin siya ng matagal, yung sobrang oras na. Yung kulang isang oras na. Nagla-lock jaw na nga yung panga mo kakaganun, kakablowjob, pinipilit ka pa. Nagkanda suka suka ka na tapos ingungudngud ka pa. Tapos maluha-luha ka na. Yung mga ganun. Totoo yun. Yung mga yun.

(The type of abuse when the client doesn't look pleasing and wants a blow job. Even though I don't like his face he will ask me to suck him for so long. It's like doing it for more than an hour. I am already getting lock jawed because of the blow job and he still keeps on insisting for me to go on. Even to a point that I was about to vomit and he keeps on shoving it in my mouth. I even get teary eyed. Just like that. It is true. All of it.)

- Bea

Whenever she has clients who are intoxicated, Ash readies herself for some sort of abusive behavior that these clients may possibly manifest. She said that most of the time, when her customers are drunk, they were very demanding and aggressive in bed that's why such situations are very difficult for her, "Kapag medyo lasing po yung kasama mo, ayun, medyo mahirap po yun. Para kang inaabuso. Mahirap po. Kasi kailangan ninyo pong i-push. I-push po talaga pag nakainom." *(When the client is drunk, that can be difficult. It feels like you are being abused. It is hard because you need to push him. You need to push him hard when he is intoxicated.)*

Anne also has almost the same experiences as those of Bea. Foreign customers usually force her to perform oral sex on them which makes it very disheartening on her part because

she feels that it's actually inappropriate. But because she's being compensated to satisfy her clients, she cannot do anything but to blindly obey the wishes of her clients. Moreover, *Anne* also recounted an incident when her customer threatened that he would do anal sex with her and that made her very scared, "Meron po feeling ako na minsan po, naaabuso na po ako ng customer. Yung anu po, sadista po talaga. Yung pipilitin niya minsan na yung anu, hahawakan nya yung buhok ko tapos pilit na ipapasubo yung ari nya. Tapos minsan pagkatapos sasabihin pa nya yung pambababoy nya na ipapasok pa nya sa puwet minsan po. Minsan po yung may ibang lahi po yung ganun. Yung mga foreigners. Sila po yung nangbababoy. *(Yes, there are times when I feel abused by customers. The ones who are sadists. There are times that they force me, when they hold my hair and force me to suck their penis. Then sometimes, they would say to me that he would insert his penis in my rectum. There are some foreigners who are like that. They behave like animals.)*

Angel became emotional when she shared some of the abusive experiences she had with her clients. She recalled how she felt maltreated whenever her customers would be very aggressive. Even if she would request them to stop for a while, they won't listen and will just continue assaulting her in bed until they are satisfied. *Angel* said that those times are very demoralizing because they made her feel that she's indeed a woman being paid for sexual services, "Yun nga po yung pangit eh. Parang halimbawa, yung customers, sila yung masusunod talaga. Kasi po yung ibang customer talaga, kung ano iutos sa'yo, kahit na labag sa loob mo, kahit na ayaw mo, gagawin at gagawin mo. Depende na lang kung hindi na karapat-dapat yung ipapagawa. Parang naa-abuse ka na minsan. Yung pong hard sila. Yung mapwersa, yung kahit nasasaktan ka na, diretso lang. Yung kahit sinasabi mo na "teka lang", siges pa rin. Yung gusto mo na lang talaga eh matapos na. Pakiramdam mo talaga na bayaran

ka kasi inaabusu ka.” *(That’s the wicked part of it. For example, some customers, they are always very demanding. Because some customers, whatever they want you to do, even if you don’t want to do it, they will force you to do it. Not unless if what they want me to perform is way beyond what I can do. It is like you are being abused sometimes. When they are hard on me. When they force themselves on me, I feel the pain but they keep on going. Even if I say “wait” to them, they just go on. That sometimes I just wish it would be over. It really feels like they own me because I feel like being abused.)*

According to Decker, Pearson, Ilangasekare, Clark, and Sherman (2013), male, female and transgender sex workers face alarming levels of violence at work. This violence violates these rights— rights to equal protection under the law; right to protection from torture and cruel, inhuman and degrading treatment; and the right to the highest attainable standard of physical and mental health. Moreover, a study conducted by UNFPA, UNDP and the Asia-Pacific Network of Sex Workers in 2015 revealed that sex workers experience physical, emotional, sexual and economic violence within and outside their work.

This situation is also reflected in the experiences of the female students in their work. Eight of the eleven student sex workers felt that their clients are demanding and aggressive to the point that they experience certain forms of abuses. One of the common abuses they mentioned is that most of the customers force them to perform oral sex with them. This has been a common dilemma of the female students because doing fellatio makes them very uncomfortable. One of the students shared that there was this time when she was doing oral sex for almost an hour but her client didn’t want to stop. She felt that her jaws were already locked but the client kept on pushing and that made her feel that she was already being abused by the client. One particular student also experienced having a customer who intended to insert

cut carrots on her vagina which she found very absurd. Out of her fear, she left her customer and ran out of the hotel room even if she was already paid by him.

The result also mirrors the study of Gales (2015) on male student prostitutes. It was found out that the lived experiences of the male student prostitutes were manifested in their hesitation as first timers in the work and encountered disgusting sexual contacts. The participants shared their sexual encounters with the clients which include out-of-this-world and wild sexual fantasies of gay/male customers like oral and analingus sex acts. Sometimes if the customers were not amendable to sexual demands, the excitement in the scenario will lead to rape.

Worries and Fears Caused by Working in a Paid Sex Business

Having some worries and fears in everyday life is not unusual. Everyone has experienced going through unrelenting anxious thoughts that somehow sap one's emotional energies and almost interfere with one's daily life. As the researcher interviewed the participants for the study, they were brave enough to verbalize their innermost feelings, their worries and fears that somehow affect the way they interact with other people and live their respective lives in general.

a. Work-Related Fears

Five out of the eleven female students that the researcher talked with said that their fears stem out of their line of work. It also worries them that some people might start spreading gossips about them if they find out that they are in the paid sex industry while studying. For instance, *Shie* is anxious that her family's name may be tarnished because of her work. She's

afraid that things might go out of proportion when people will know about this part of her life. She admits that going through that situation scares her, just like what she's experiencing in school now. There are some rumors about her work because she's always seen making friends with her schoolmates who are known as student sex workers.

Siyempre po kinakabahan ako dahil sa trabaho ko. Meron po pagkakataon na na-bother ako sa trabaho ko kasi, siyempre po sa tsismis. Anu, pag ka ano, sasabihin, ay anak ka ba ni ano, sinungaling yan. Natsi-tsismis din ako pag minsan. Siyempre po takot. Tsaka parang wala kang mukhang maihaharap. Baka sabihin ang kapal, kapal ng mukha ko. Kinakapalan ko na lang din talaga mukha ko sa school. Kasi nga po minsan yung isa kilala na, tapos lagi akong kasama. Na-tsismis po na ganun din trabaho ko. Kaya po nag-aalala ako.

(I'm anxious because of my work. There are times that I get bothered because of my work. Sometimes, I become the topic of gossips. Of course I get afraid. I also feel ashamed of what I am doing. I'm just trying to show a brave face. I am worried because I'm always around someone who's known to be in this kind of work. I worry that people will spread rumors about me.)

- Shie

Just like Shie, the undesirable effects that may be brought about by the line of work that she has creates negative emotions to Regie, "Siyempre po may takot po ng pumasok ako sa trabahong ito." *(Of course, there was fear when I started in this work.)*

For Hill, her fear is brought about by the assumption that she won't have a successful relationship with her significant other in the future because the other person might not accept the realities of her work, "Anu po nag-aalala po ako dahil sa trabaho ko, like po, paano kung magkakaroon na ng relationship na magtatagal, eh ganun yung trabaho mo, nakakatakot magkaboyfriend. Paano kung malaman niya? Hihawalayan ka niya, tapos hindi ka niya

tatanggapin.” *(I worry that because of my work, I won’t be able to have a serious relationship because my boyfriend might not accept my line of work.)*

Bea, on the other hand, has the same sentiments as Shie. She worries that her relatives might find out about her work and rumors about it will spread. She fears that people will take her situation out of context because she’s a student working in a paid sex industry, “Siyempre yung ma-tsismis ka dahil sa trabaho mo. Kahit totoo yun, napakasakit sa’yo yun. Parang binagsakan ka ng langit at lupa. Lalo na kapag nalaman ng lahat ng kamag-anak mo na ganun ka. Tapos estudyante ka, tapos ganun ka. Ganun pala yung gawain mo. Di ba nakakahiya yun?” *(I’m worried that people will spread rumors about my work and my relatives might be informed about it especially that I’m currently studying.)*

The possibility that her clients might expose her work to others is what bothers Angel the most. She said that there are times she gets paranoid when she sees other people because she feels that they know things about her because of her clients:

Para lang po minsan, naiisip ko anu kaya sasabihin sa akin ng tao kapag nalaman nila na ganito ako. Yun, parang nagdadalawang-isip ako. Anu na kaya mangyayari kasi parang nakakahiya din. Pero may takot po ako. Minsan po kasi sa mga taong makakasalamuha mo, baka kilala nya yung naka-ano ko. Baka mamya naikwento nya na. Ganyan, ganyan, ganito ako. Kasi po minsan, hindi naman po mawawalan nang magkaka-encounter kayo sa isang place tapos may kasama siyang ibang tao. Siyempre naiisip ko, nakakahiya baka naikwento nya na lumabas kami, na ginawa namin yun.

(I’m bothered and having second thoughts about my work because people might start gossiping about it. I will feel ashamed when it happens. My work makes me worried because you encounter a lot of people in this kind of work and those men might spread rumors about your transaction with them.)

- Angel

b. Safety-Related Fears

Ensuring one's mental and physical safety at work is every important for every individual. It gives a person some sort of peace knowing that ones kind of work promotes security and protection of well-being. However, that's not very true for every one. Three of the female students the researcher interviewed voiced out their concern about their safety at work, realizing that they don't fully know the men they are interacting with.

As in the case of *Jelly*, she said that she feels anxious every time she goes out with her clients. She fears that she might get busted by some authorities, so to avoid going through that trouble, she only goes out whenever she meets a client, "Minsan po kabado. Minsan may takot ka na maglalabas na ano. Baka po mahuli po. Kaya po kung anung oras lang po yung sa usapan, dun lang po ako lumalabas." (*I feel anxious everytime I go out with my client because I might get caught.*)

Bea also worries about her safety when she goes out to work especially when she meets up her client in unknown hotels. She fears that she might not come out alive of the hotel room. Also, whenever her client is a foreigner, it increases her feelings of uncertainties because of her pre-conceived notions that foreigners are very demanding in bed:

NagUILTY ako. Nakaka-ano, nakakakaba. Tapos, natatakot ka din. Hindi mo alam kung anu ba, siyempre nababalitaan mo yung iba, baka sa loob ng hotel, patayin ka na. Mga ganun. Yun una iisipin mo. Oo, yung unang unang iniisip ko, mabait kaya itong customer na ito, baka mamaya, siyempre foreigner, ano kaya gagawin sa akin nito eh karamihan sa customer, foreigner pa naman.

(I feel guilty, anxious and worried at the same time because there are news that sometimes, girls who have the same work as I have end up being murdered in hotels. The first thing that worries me is if the customer, especially if he is a foreigner, will treat me good.)

- *Bea*

Anne, just like Bea, fears for her life whenever she meets her clients. She feels that some customers might hurt her because men are not all the same. Some are kind enough while others intentionally hurt women in her line of work, “Minsan po naiisip ko yung baka po mapahamak po ako sa gagawin ko. Kasi po hindi naman po lahat ng tao eh anu, may masama din po na tao na baka mamaya, ganunin ka, tapos patayin ka na lang. Yung parang ganun po. Natatakot po ako. Kinakabahan minsan. Sa bawat nakakaharap po ako ng ibang tao, iniisip ko po kung ano ba ito, baka po saktan lang ako, kasi po di ba hindi naman pare-pareho yung mga lalaki.” (Sometimes I am worried that this work won't bring me any good. Some customers might do something bad to me and eventually kill me. Things like that bother me. It frightens me. It gets me worried at times. Everytime I have a customer, I always worry that he might hurt me.)

c. Family-Related Fears

The concept of family is very important for most Filipinos. As much as possible we try to include our parents and siblings in every decision we make. At times, we even seek their approval before accepting a job offer. However, for the six female students that the researcher interviewed, their worries and fears are caused by their decision to keep their families in the dark about the nature of their work. It was a very hard decision to make but they assumed that it will be for the best because they feel that their work is not something they can be proud of.

Just like in the case of *Regie*, she's worried that her child will know the kind of work she had while studying. She feels bad anticipating the reaction that her child might have because of her past, “Nag-aalala ako na baka hanggang pagtanda ko na na ba ito, yun anak ko paano kapag nalaman niya yung naging trabaho ko. Mga ganung bagay po. Nasasaktan. Nag-

aalala. Parang hindi ko din po maisip na paglaki ng anak ko eh malalaman nya na naging ganito yung trabaho ko hanggat nag-aaral ako.” (*It worries me that I might still end up having this kind of work for a long time. I’m also bothered that my child will come to know what kind of work I’m into. It pains me. It bothers me. I’m anxious thinking that when my child grows up, she will learn about the kind of work I had when I was studying.*)

Just like *Regie*, the perception that her mother, her daughter, and the rest of her family will learn about her work is the one that fears *Maye* the most. She also worries that her work will also become an issue when she will have her own family in the future:

Nababahala ako ma’am kasi siyempre hindi naman po sa lahat ng panahon eh hindi ako magkaka anak ulit at malalaman ng pamilya ko or ng anak ko habang buhay. Yun po yung kinakabahala ko, na babae pa naman yung anak ko. Baka po malaman ng anak ko, ng nanay ko, ng pamilya ko. Yun po ang kinakabahala ko. Anu ma’am, basta lagi ko lang iniisip na baka po malaman nla yung tungkol sa trabaho.

(I’m worried because my family might know what kind of job I have. I also am anxious of my situation because it’s not impossible that I will have a family and another child. They might come to know the kind of job I am into. I’m always bothered that they might find out the kind of job I’m into.)

- *Maye*

Kim is at present living with her grandparents. She fears that once her parents learn about her work, they will force her to leave her grandparents since her grandfather knows something about it. According to her, it doesn’t bother her even if the money she uses to help her grandparents come from the line of work she has, “Kasi hindi alam ng mama at papa ko. Kasi nga broken family kami, tapos lolo ko lang nakakaalam. Baka kasi kunin nila ako, ilayo nila ako sa lolo at lola ko. Natatakot din ako malayo sa lolo at lola ko. Ayos lang naman na nanggagaling yung pinapakain ko sa kanila sa ganitong trabaho.” (*My parents aren’t aware*

of the work I'm into. If they will come to know about it, they might ask me to leave my grandparents. I don't want that to happen. It's alright for them that we get what we need through this work.)

Being away from her son while studying and working concerns Jelly. During the interview, she shared that there was this time that her son got sick and she was really bothered. She said that she wasn't able to concentrate in her work because she was pre-occupied with the welfare of her son, "Pero po noong araw na yun, nabothered po ako. Ang hirap po pala ng ganito. Gumagawa ka ng ganitong trabaho pero hindi mo alam yung kalagayan ng anak mo. Nabahala po talaga ako." *(I get bothered that day. This kind of situation is very difficult because I'm working in this kind of job but I'm not sure about what's going on with my child.)*

Hill's situation is almost the same as the other female students. She said that the idea that her family will know about the nature of her work worries her, "Yung sa family, hindi rin po kasi nila alam eh. Kaya po nagwoworry ako minsan na baka malaman nila na ganito trabaho ko. *(My family doesn't know anything about my work that's why I'm worried that they might find out about this.)*

Bea has three daughters and she fears that they will learn about her work. What bothers her even more is the possibility that her daughters might end up working in the same industry as hers, "Anu, ahmmm, parang anu, yung sa magulang ko nga, at yung sa mga anak ko, yung parang natatakot din ako. Dahil mga babae din silang lahat. Baka mamaya yung gawain ko, baka feeling ko, mangyari din sa kanila itong trabaho na meron ako. Naku, wag naman sana." *(It frightens me because my parents and my daughters might find out about my work. I'm also worried that my daughters might end up also in this kind of work but I'm hoping that they will not.)*

d. Health-Related Fears

With the nature of work that the female students have, it's not impossible that their health will be at a very high risk. All of the eleven participants voiced out their worries and fears concerning their health. *Shie* said that she's scared that she might get sick because of her work. The thought that she might get pregnant also worries her, "Natatakot po ako. Ayoko po malaman. Kung may sakit. Siyempre po pag nalaman mo, dadamdamin mo. Tapos lalo ka pa masasaktan. Natatakot po ako na baka ano, ma-preggy, preggy. Baka mabuntis (laughs). Baka din po magkasakit." *(It scares me. I don't want to know if I'm sick. When I find out that I'm sick, it will bother me so much, it would badly hurt me. It worries me that I might get pregnant. I'm also scared that I might get sick.)*

Moreover, *Shie* shared that she doesn't actually take pills but she always asks her customers to use condoms, "Siyempre po, ano, gumagamit po ng contraceptives. Hindi po. Hindi po ako nagpi-pills. Nagko-condom lang po sila, yung mga customers ko. Opo nag-iingat naman po. Nagko-condom naman po sila." *(Of course, we use contraceptives. No, I don't use pills. My customers use condoms. Yes, we are trying to keep safe, and they use condoms.)*

Regie's fears about her health are derived from the realization that none of her clients ever used condom during intercourse, "Wala po ako customer na nagko-condom kaya po nakakapag-alala din minsan. *(I never had a customer who used condoms. That's the reason why it bothers me sometimes.)*

Therefore, she said that her safety measures includes going to a doctor every three months to have her pap smear. *Regie* also takes daily pills to avoid unwanted pregnancy, "Nagpapa-ano po ako sa hospital po. Nagpapa-check up po. Every three months po. Nagpapa

pap smear po. Pills po. Napi-pills po ako.” *(I go to the hospital for check-up, every three months, I have my pap smear. Pills. I also take pills.)*

For *Maye*, she believes that her work is just a means for her to achieve her dreams. She always includes in her prayers that none of her customers is infected with a certain kind of disease that might be transferred to her, “Way nga po siya na sana po maging tama yung way na dadaanan ko at hindi po ako mapariwara po kasi po ngayon po, marami pong anu, sakit po. Pinagdarasal ko po na sana sa everyday po na may booking po ako, or tawag po ako, hindi po ako matapat sa taong may sakit.” *(This work is just a way for me to reach my dreams. I hope I won’t get into trouble because nowadays, people in this kind of work catch many kinds of diseases. I pray everyday that I won’t have a customer who’s sick.)*

Just like *Regie*, taking pills everyday to avoid getting pregnant is a health precaution of *Maye*. However, she doesn’t go to a doctor for check-up or pap smear, “Wala din po check up eh. Nagpipills lang po ako. Nagtatake lang po ako ng pills para hindi po mabuntis.” *(I don’t go for check-up. I use pills. I take pills to avoid being pregnant.)*

For fear of getting sick because of her work, *Kim* also has another way to keep herself from getting pregnant aside from going for check-up whenever she has extra money and doing pap smear once a year. She said that it’s actually her who brings condoms for her clients, “Minsan po nagpapa-check up kapag may sobra. Once a year lang po. Papsmear po. Nak condom po sila. Minsan po nagbabaon ako ng condom na gagamitin nila.” *(Sometimes I go for check-up when I have some money left. Also, once a year I submit for pap smear test. My clients use condom. Sometimes I bring condoms for them to use.)*

Just like *Maye*’s circumstances, *Jelly* feels that her work is just a way for her to support her child even though she feels there are certain changes that happen to her body because of

her work, “Yung ano po, yung feeling na iba na po yung pangangatawan mo, yung uri ng pangangatawan mo dahil sa trabaho mo. Pero sabi ko po, okay lang po yun. Gagawin mo lahat para lang masuportahan yung anak mo.” *(I have this feeling that my body isn't the same anymore because of the work that I do. But it's okay. I will do anything just to support my child.)*

Since she gave birth, *Jelly* revealed that she has been using injectibles as some sort of contraceptive because of her line of work. She also submitted herself for a pap smear test once, “Simula po kasi nung nagkababy ako, nagpapa-injectables na ako. Hanggang ngayon po, pinagpapatuloy ko po. Isang beses pa lang po ako nakapagpa-papsmear.” *(Since I had my baby, I have been using injectables. Until now, I am still using them. I only had pap smear once.)*

In the case of *Hill*, she also fears getting sick because of her work so as a safety measure, she said that her customers use condoms. However, she doesn't go to see a doctor for check-up. She considers having a check-up when the time comes that she'll have some signs of an illness or infection:

Anu po, ahm... cguro po ano, hmmm... nagte-take po ng ano contraceptives or gumagamit ng, yun po, contraceptives. Condom, Ganun po, nagko-condom po sila. Kung saka-sakali po. Siguro po pag may nakita na po na senyales na may sakit. Kailangan na po yun magpa check-up. Kasi po mas mahirap po yung lumala pa un.

(Ahm... maybe, hmm... we use contraceptives. Condom, my clients put on condoms. If ever, when I notice some signs that I've got a disease, I need to go and have my check-up. Because it would be difficult if it gets worse.)

- *Hill*

Bea also has the same fears as those of *Maye*. She worries that there's a chance that one of her customers might transfer a certain kind of illness or infection to her. She fears that if that happens, nobody will take care of her daughters, that is why getting sick is her number one fear:

Siguro yung ano, natatakot din akong magkasakit. Siyempre hindi lang din naman sa amin nakukuha yung sakit sa lalaki din naman eh may ganun din. Malay mo nakuha nya sa ibang ano rin tapos mahawa ako. Yun number one yun, yung pagkakasakit. Natatakot ako siyempre. Sobrang natatakot. Yun yung number one na iniisip ko. Yung health ko. Siyempre paano kapag nagkasakit ako. Paano na mga anak ko? Ayun.

(I'm afraid to get sick. The customers might also have some diseases. I might have a customer who has it and I will also get infected because of him. Getting sick is my topmost fear. I'm scared. Really scared. My top worry is if I get sick, who will provide the needs of my children?)

- *Bea*

Bea revealed that she also has regular check-up. During the interview, she said that she goes through pap test every six months because she feels safer that way. Aside from taking pills regularly, some of her customers also use condoms for their own safety:

Nagpapa pap smear ako. Nagpupunta ako dyan kay doktora. Every six months nagpapa check-up ako. Kasi mahilig ako magpa-ganun. Mas maganda na yung ganun. Pills. Gumagamit ako ng pills. Anu yun, yung may gustong customers, nagko-condom din sila. Oo, depende sa customer kung gusto nila mag-condom. Kasi may customer na yung anu, natatakot na baka mamaya, magka AIDS, mga ganung sakit, HIV, tulo, mga ganun. Baka magka tulo sila, baka magkasakit sila. Yung nga safety sila pag may condom. Nasarapan man sila sa ganyan at least nag enjoy sila, wala sila sakit kasi nga naka- safety sila.

(I submit for pap smear test. I go to see my doctor, every six months, I go for check up. Because I like doing that. It is better if I do that. Pills. I use pills. Those customers who like to use condoms, they use it. Yes, that depends on the customer if he wants to use a condom. Because there are certain customers that are afraid to get AIDS, HIV, STD's, those sort of infections. They might contract gonorrhoea and they might get sick. They are safer when they use a condom. At least they already got

satisfied and enjoyed it, and they are assured that they won't get any kind of infection because they take safety precautions.)

- Bea

Ash's worries and fears are not different from Maye and Bea. These are caused by her awareness that one of her customers might accidentally cause her to get sick. It bothers her that once she catches an infection, there's no way that she can work and finish her studies, "Kasi po minsan paano kaya kung mahawa ako sa may sakit yung katapat ko. Paano na kaya mangyayari sa akin. Parang nakakahiya. Lalo na kapag may naka-alam na, "Gosh, may tulo ka". May sakit ka na. Siyempre pandirihan ka na nung makakasama mo. Hindi ka na makakagawa ng ganoong trabaho. Paano pa ako makakapagtapos, makakapag-aral. (I fear that I might get infected by a customer. If that happens, I won't be able to continue this work and I won't finish my studies anymore.)

Moreover, Ash said that aside from being healthy being fit and in shape is also an unspoken rule in her work. During the time of the interview, she said that she gained a few pounds that she's trying to lose because one of her regular clients might not like it. Ash also said that she keeps herself from getting pregnant by taking pills. She also takes pap test once in a while as a safety measure, "Eh tulad po ngayon, medyo tumaba po ako ng konti. Kelangan ko pong magpapayat ng konti kasi meron po ako contact na talagang kung бага po, pag kinontact ko siya, pag kinontact nya ko, ayun po, nagkikita po kami talaga. Kaya po need ko magpapayat ng konti. Ay ano po ako, nagpapatingin po ako tsaka po nagpi-pills po ako. Anu po, nagpapa-papsmear po ako minsan. (Just like now, I gained a little weight. I need to lose a bit of weight because I have a contact wherein the set up is that when I contact him or he

contacts me, we see each other. That's why I need to lose a couple of pounds. I also go for check up and I take pills. I go for a pap smear sometimes)

The predicament of Anne mirrors that of other female participants. She's also worried that her nature of work will have detrimental effects on her health, "Ayun nga po, minsan po kasi ang hirap po, unang una po minsan hindi ka pa po sigurado, baka po magkasakit ako." *(It's really hard because you'll never know if you'll get sick from this kind of work.)*

Like Regie and Bea, it has also been a regular health measure for Anne to see her doctor every two to three months to submit for pap test. She also takes pills on a daily basis aside from asking her clients to wear condoms in order for them to avoid unnecessary complications like getting an infection or her getting pregnant, "Nagpapacheck-up po ako kapag anu, tsaka po nag-iingat po ako. Minsan po two, three. Every two to three months po, nagpapa- papsmear po ako nun. Nagpipills po ako. Minsan po nagcocondom po sila. Pero po nagpipills po ako." *(I go for check up and I really keep myself safe. Sometimes every two to three months I go for pap smear. I also take pills. Sometimes my clients use condom. But I use pills.)*

In the perspective of Angel, she feels that her body is maltreated because of her work. It adds a kind of agony in her part aside from her fear of getting pregnant or catching a certain infection caused by having different clients:

Nito pong anu na, madalang na rin po. Kasi po pag kailangan ko na lang. Kasi po sarili mo din po yung ina-ano mo eh, yung sarili mo din yung naba-baboy, yung ganun, yung nadudumihan. Paano kapag halimbawa, magkasakit ka naman. Mahirap po siya kasi una sa lahat yung kapag hindi ka na nagko-contraceptives, tapos mabuntis ka, tapos hindi mo naman mahal, hindi mo kilala, may pamilya pala, ganun, paano na lang yung sarili mo. Kaya mapapaisip ka po talaga kung ano yung kailangan mong gawin, anu yung kelangan mong anuhin, pangalagaan, yung sa sarili mo.

(I don't work now as much as I used to because it's your body that is being disrespected. It worries me that I might get sick because of my

work. It's really hard because you might get pregnant for not using contraceptives. It also bothers me that I really don't know who my customers are; they might have families of their own. This will really make you think that you should take care of yourself also.)

- Angel

Moreover, as a way to keep herself safe and healthy, *Angel* also use injectibles just like in the case of *Jelly*. She also submits herself for pap test every year to know the status of her health, “Actually nag-ano po ako, nag-injectables. Tapos po every year po, nagpapa papsmear po ako.” *(I use injectables. Also, every year I go for pap smear.)*

Getting pregnant because of the nature of her work is what frightens *MJ*. She's afraid that when she gets pregnant, she will be back to square one – no money to support her studies, “Natatakot ako baka mabuntis na naman ako. Yun ang iniisip ko. Baka dahil lang sa ginawa ko, lalo pang mapahamak. Gusto ko lang mag-aral. Tapos trabaho ko ganito. Paano kapag nabuntis ako. Eh di lalong tumigil na naman. Ayun yung naisip ko.” *(I'm afraid to get pregnant. I'm engaged in this kind of work so I could finish my studies. If I get pregnant, I will stop studying again.)*

As a safety measure, aside from regular check-up and pap smear every year, it's important for *MJ* to have proper hygiene as part of her health measures. Although her customers don't use condoms, she said that she take pills to avoid getting pregnant:

Proper hygiene (laughs). Ay siyempre dapat lagi kang nakaayos. Tsaka linis-linis lang. Papsmear lang po every year. Once a year. May contraceptives naman eh. Minsan nagpi-pills ako. Hindi sila naka-condom pero naka pills ako.

(Proper hygiene (laughs). And also you always have to look your best and always keep yourself clean. Also, once a year I go for pap smear. There are contraceptives. Sometimes I take pills. They don't use condoms but I take pills.)

- MJ

The results of the study suggest that some customers of the female student sex workers do not use protection such as condom during sexual intercourse. This mirrors the study of David (1997) that sex workers frequently lack the personal or social status to negotiate safe sexual practices, being under the threat of violence or loss of clients. Studies show a correlation between income level and HIV prevalence among sex workers possibly due to the inability of the poorer sex workers to negotiate condom use.

Moreover, most of the female students who participated in this study were quickly able to disclose that their topmost fear in terms of health is acquiring HIV/AIDS from their customers. It is the reason why they always have themselves checked by an obstetrician/gynecologist to know the status of their health. They also asked their clients to use condoms in order to protect themselves from unwanted sexually transmitted disease.

This finding of the study supports the findings of Young Adult Fertility and Sexuality (YAFS) Study (2013) which states that in the Philippines, young adults aged 15-24 have an average sexual debut of 18 years. Sexual initiation signals the start of the exposure to the risk of reproduction and childbearing as well of sexually transmitted infections (STIs). Additionally, The YAFS4 survey elicited information on a number of other sexual activities, which if unprotected, could pose a high risk for unplanned pregnancy and STIs including HIV. These sexual activities are commercial sex (paying for sex and being paid in exchange for sex), casual sex, having a non-romantic regular sexual relationship and extramarital sex.

Furthermore, Farley and Barkan (2008) found out in their study that over 88% of those in prostitution experience verbal abuse and social contempt. Verbal abuse in prostitution has rarely been discussed as one of its harms. Although their study assessed only PTSD as a psychological consequence of prostitution, additional symptoms of emotional distress are

common among prostituted women, including other anxiety disorders, dissociative disorders, substance abuse, personality disorders and depression.

The participants in the study affirmed that they've experienced emotional turmoil caused by their engagement in the sex work industry. Having worries and fears are like second nature to them. These are caused by different factors like their feelings of being unsafe in work, disgrace to the family and some health issues like having HIV/AIDS and unwanted pregnancy.

Support from Family Members and Friends in Relation to Choice of Work

The student-participants revealed that working as sex workers is not easy given the dangers and risks that they face everyday. However, the work becomes amenable and tolerable for them because of the support system the female students receive from their family members and friends whom they've learned to trust with the nature of their work.

Regie, for instance, told her mother about the nature of her work. She feels that she needs someone to know about her work just in case something unexpected will happen to her because of her work, “Yung mother ko po. Kasi mahirap din po pag nagka-problem tapos wala nakakaalam. *(It's my mother. It will be hard if there will be a problem at work and nobody from my family knows about it.)*

Just like *Regie*, it was not a hard decision for *Kim* to tell her grandfather about her work. She said that she doesn't want to keep her secrets from him so whenever she will have any problem at work, his grandfather might be able to help her, “Inamin ko sa lolo ko kasi hindi ko ma-ano na naglilihim ako sa kanila. Tsaka gusto ko alam niya. Mahirap kasi pag nagkaroon ng problema.” *(I told my grandfather about my work. I don't want to keep secrets*

from him. I also want him to know because it would be difficult if I will have a problem with my wok and nobody from my family knows.)

Unlike *Regie* and *Kim* who have their immediate family as their support system, it was one of *Jelly's* clients who became her trusted confidante. According to her, she can naturally tell her client whatever she's feeling, like her problems in school and at home. *Jelly's* client also gives her extra money to support the needs of her son:

Binibigyan nya po ng pang gastos yung baby ko kasi nakwe-kwento ko po sa kaniya kasi regular ko po siya. Kung baga po, alam nya na po yung buhay ko. Yung customer ko po na yun ang nasasabihan ko kapag meron akong problema. Kaya po binibigyan nya din po ng income yung baby ko.

(I have this regular customer whom I learned to trust with my problems. He knows what kind of life I have that's why aside from my regular fees, he also gives money for the needs of my baby.)

- *Jelly*

In the case of *Hill*, it was her cousin whom she chose to share the undisclosed parts of her work. She believes that she needs someone who will give her the necessary support whenever she has problems, “Yung pinsan ko po alam po niya yung trabaho ko. Sinabi ko po sa kanya kasi po kasi ang hirap naman nung sarili mo lang yung nakakaalam kasi paano kung kunwari, may problema ka, wala kang ibang ma-open-an, paano kung walang ibang suggestion na gagawin kundi sa sarili mo lang. Para po meron kang kausap.” *(My cousin knows about my work. I told her because it's difficult if I will just be the only person who knows about this. I can talk with my cousin if I have a problem at work. It will be an advantage to have someone whom you can talk with whenever that happens.)*

Just like *Hill*, *Ash* also decided to inform one of her cousins about her work. It was also this particular cousin of hers who encouraged her to study and who told her to always

stay safe given her choice of work, “Ay yung pinsan ko lang po na tinitirhan ko ngayon yung nakakaalam tungkol sa trabaho ko. Para po pag may problema ako, may masasabihan ako. Yung pinsan ko po na nakakaalam siya rin naman po nag-push sa akin na mag-aral. Kasi Education din po siya, teacher po siya ngayon eh. Tapos tinutulungan nya din po ako kahit paano. Lagi po niya sinasabi na mag-iingat po ako. Ganun po.” *(My cousin whom I’m staying with knows about my work. I told her about it so I would have someone to lean on whenever I have a problem. She’s also the one who persuaded me to continue my studies. She’s a teacher and she also helps me in any possible way she can.)*

On the other hand, *Angel* found her support system from her schoolmates whom she learned have the same work as hers. They became her friends whom she trusts her problems with. *Angel* said that it’s easier to confide in them since they understand where she’s coming from since they almost have the same experiences in life:

Tapos po may nakilala ako sa school na ganito din po ginagawa. Kasi po kinailangan din na mag-express ng sarili, yung masasabihan po ng problema. Sila po yung mga kaibigan ko na parehong trabaho, yung napagku-kwentuhan ko ng problema. Yung circle of friends ko po na kapareho kong trabaho, yung bigla na lang nag-open na “ako din ganito, ginawa ko kasi ganito. Kailangan din po kasi na meron kang mapagsasabihan ng mga problema mo sa buhay, lalong lalo na po sa trabaho namin.

(I knew some people in school who are working in this line of job as well. You really need someone whom you can express your self without any pretensions. They became the circle of friends whom I can share my problems with, especially in our work.)

- *Angel*

Part II - Giving Meaning to the Students’ Experiences as Sex Workers

This is the second part of the findings based on the conversations the researcher had with the eleven female students working as sex workers. In this part, the focus of discussion is on how the participants gave meaning to the experiences they’ve had while studying and

working at the same time. It will further explore the profundity of the students' experiences and illustrate the very essence of these experiences in relations to their present lives.

Table 3 shows the themes that emerged from the transcripts of the interviews with the student-participants that reflect how they give meaning to their experiences at work.

A Means to Survive Life's Adversaries

The interviews the researcher had with the eleven female students is a journey in itself. As the end of the journey was approaching, the researcher was able to somehow capture the innermost yearnings of these students that provide some sort of acceptable explanation for their deliberate choice of working as student sex workers despite the obvious disadvantages. The female students accepted the cruel realities of their present life, of their work, because they acknowledge the possibility that there's more to life than being sex workers; that there are still great things ahead of them in the future. Their present life is just a footnote of their whole being. It's their key to getting something greater in life. This something is waiting to be discovered and unleashed by them. In particular, *Shie* candidly shared that there was a time in her life when she tried to work in a fast food chain but she was forced to leave before her training was over because she could not stand the difficulties of being a food service crew, that is why she decided to look for another job, until she found herself working in the paid sex industry, an easier way to earn money compared to her previous job. However, she emphasized that although her work seems easy on the surface, it's painful in the inside, especially when other people will learn about it, "Ay dati po kasi nag-apply din po ako sa food chain as staff. Eh hindi ko po kinaya. Nilagnat po ako. Yung hindi po ako sanay humarap

Table 3: Generated Themes on How the Students Gave Meaning to their Experiences

Themes	Theme Description	Participants	Sample Text
A Means to Survive Life's Adversaries	This theme describes how the female students perceive their work as their means to survive. It gives emphasis on the assumptions of the participants that the opportunity to earn through sex work will provide solution to their everyday problems.	<i>Shie, Regie, Maye, Kim, Bea, Ash, Angel</i>	“Mahirap kasi hindi mo maiwasan na nakaka-encounter ng iba-ibang customer na di pa gasino kilala, di ba pabalik-balik kapag nagustuhan. Kapag bago, siyempre nakakapagod din. Pero yung trabaho ko na ito, kailangan para makasurvive ako lalo na kapag naiisip ko yung lola ko na bibilan ng gamot.” <i>(This kind of work is not easy because you encounter different kinds of clients who you don't really know. It's also tiring. But this job is the only one I know in order to survive especially that my grandmother is on medication.)</i> -Kim
An Acknowledgment of Choices through Perceived Self-Power	This theme reflects how the female students recognize their work as an expression of their perceived self-power over their customers.	<i>Shie, Kim, Hill, Bea, Ash, Angel, MJ</i>	“Minsan naman, umaayaw ka din lalo na kapag hindi mo naman masyado kelangan, pagpahingahin mo naman sarili mo. Pero may mga customer naman kasi minsan na inaayawan namin. Tulad ko, minsan namimili din ako. Siyempre may mga customer na, oo may pera pero mukhang dugyutin. Alam nyo yun, yung lilibag-libag yung itsura. Yung maka-encounter ka ng ganun, as in mukha siyang adik, yung mga ganun kahit papakitaan ka ng pera, minsan hindi mo talaga ma-take.” <i>(Sometimes I say “no” to customers especially if I don't really need the money. There are some customers who we normally refuse. I also choose my customers because there are some customers who aren't physically hygienic. Even if they have the money, I still can't take them as customers.)</i> -Bea

An Opportunity to Rediscover Oneself	This theme gives emphasis on how the student sex workers view their work as a chance for them to re-evaluate and rediscover themselves. It gives them the opportunity to assess themselves in relation to their work and the ideal woman they want to be in the future.	<i>Shie, Regie, Maye, Kim, Jelly, Hill, Bea, Ash, Anne, Angel, MJ</i>	Yung trabaho ko po eh hindi naman sukatan ng pagkatao ko. Kasi hindi naman po talaga ako ganito, parang dahil no choice ka lang eh. Parang yung wala ka nang ibang mapuntahan kaya mo nagawa yun. Pero sa totoo po, mabuti naman akong tao. Tinaggap ko na lang po kasi sarili mo yan eh, ikaw ang nagdesisyon. Kaya kailangan mong tanggapin. Siguro, darating na lang yung panahon na pag nagkaroon ka ng magandang trabaho, kapag nakapagtapos ka na, iwan mo na siya, hindi mo naman na siya kailangan eh. Siguro tanggapin mo dahil ikaw nagdesisyon. Ikaw yung gumawa. Iwan mo na lang kapag meron ka nang magandang pinanghahawakan. <i>(My work is not a measure of who I truly am. Because I am not really like this, I just did it because I didn't have a choice. It's like you have nowhere else to go that's why you have to do it. But in reality, I am a good person. I have accepted it because it is me, I made that decision that's why I have to accept it. Maybe, there will come a time when I will already have a good job, after I shall have finished my studies, I will leave this work because I will no longer need it. Maybe I just need to accept it because I made the decision. I did this to myself. I will just leave it when I can already foresee a brighter future.)</i> - Hill
--	--	--	--

sa mga tao, ganun. Training pa lang po sumuko na ako. Five days pa lang po ako suko na ako. Eto po easy lang po yung trabaho kaya po ginusto ko. Madali lang din po pero kasi siyempre pag nalaman ng iba, mahirap sa kalooban.” *(I tried to apply as a staff in a food chain. However, I didn’t last long because the training was so hard that I got sick afterwards. Whereas, this job that I have now is just easy for me that’s why I started to like it. This job is easy, but it’s painful when other people know that you’re working in this line of work.)*

In the case of *Regie*, her mother was at first against the nature of her work. However, *Regie* made her realize that her work is the only option they have if they want to survive because there’s no other way they can earn money that will be enough to support their basic needs at home as well as her fees in school, “Noong una po, siyempre, nagagalit po yung nanay ko. Pero sabi ko naman po eh, “Paano naman tayo makaka-survive kung di ko yun gagawin?” Kung magtatrabaho lang kasi ako dyan, maglalabada, magwe-waitress, kulang na kulang. Paano na kami kakain, paano na ako mag-aaral, paano na yung anak ko? Kaya ayun po pumayag na rin siya. Basta mag-iingat daw po ako. *(At first, my mother got mad about the nature of my work. But I said “How can we survive if I am not going to do it?” If I will just be a laundrywoman or waitress, the money I will earn will not be enough to send my child to a good school. Then, eventually my mother agreed with me and just reminded me to take care of myself.)*

Maye had an almost the same sentiment as that of *Shie*. At age 30, she said that she’s already having a hard time looking for a work that will give her a good pay. That’s the reason she decided to work in the paid sex industry because it is the work where she can earn money the easiest way possible. She reiterated that she just had this work to be able to survive:

Kasi po nag-aapply ako minsan ng trabaho, yung edad ko po na 30, hindi na po pwede. Ito po yung easiest way para po makakuha ng pera. Kung бага ito lang po yung naging daan para makasurvive ako. Ito lang po yung alam kong paraan para makasurvive ako.

(I tried to apply for a job before but because I'm already 30 years old, I wasn't accepted. This job is the easiest way I know to earn money. This job is the only way I know for me to survive.)

- Maye

The urgency to buy medicines for her ailing grandmother is the one that triggered the survival mode in Kim that's why she chose to have this work. She added that there are times when she's having second thoughts about it because of the unpleasant experiences brought about by interacting with different men. However, whenever she thinks of her grandmother, she swallows her pride and painfully accepts the harsh reality that her job is the only possible way for her to survive at the present time, "Mahirap kasi hindi mo maiwasan na nakaka-encounter ng iba-ibang customer na di pa gasino kilala, di ba pabalik-balik kapag nagustuhan. Kapag bago, siyempre nakakapagod din. Pero yung trabaho ko na ito, kailangan para makasurvive ako lalo na kapag naiisip ko yung lola ko na bibilan ng gamot." *(This kind of work is not easy because you encounter different kinds of clients who you don't really know. It's also tiring. But this job is the only one I know in order to survive especially that my grandmother is on medication.)*

Bea also believes that her work is the one that helps her in times of emergencies. She shared that her present work is very important for her because by means of just a phone call to her customers, she will immediately have the means to earn the money she needs, "Napaka-importante siyempre ng trabaho ko na ito. Dahil unang-una, pag may unang-una kasing iisipin

mo diyan lalo't emergency, ayan ang unang iisipin mo, saan ka madaling trabaho. Yun eh, call ka lang, tapos punta ka na. Tatawagan ka lang, punta ka lang, dito na ako sa ganito ganyan, tapos pera na agad, bibigyan ka na. Lalo't emergency, yun ang pinaka-kelangan.” *(This kind of work is important for me because it makes me earn money in an easy way especially during times of emergency. With just a phone call, I have a customer who can provide me the money I need. This job is the one I need especially during emergencies.)*

On the other hand, Ash acknowledges the fact that her clients aren't the same. Some are considerate enough of her situation as a student needing some money to survive. However, there are also a few who will be very demanding for her services to get their money's worth. But Ash believes that at the end of the day, an open communication between her and her clients is the key for a good business relationship. Although her job could be very challenging because of the individual differences of her customers, she said that she's got no choice but to deal with the problem because losing her work means losing her way to survive life's demands, “Minsan po kasi depende, kung mahirap o madali yung trabaho, sa makakasama mo. Meron po kasi medyo, medyo mabait. Meron po alam natin na medyo salbahe ng konti. Pero okay naman po. Lahat naman po nadadaan sa magandang usapan. Para sa akin po itong trabaho ko ay for survival ko po.” *(In this kind of work, you will meet different kinds of customers. Some are kind, others are rude. But it's the way this work goes. This job is my way to survive.)*

The belief that her work is the only way by which she can endure the problems in her life is what keeps Angel enthusiastic about her work. She considers this work as somewhat the saving grace of her life, “For survival din talaga itong trabaho ko na ito. Araw-araw ko

yan iniisip. Ginagawa ko lang ito para maka-survive ako.” (*This work is a means of survival for me. I only do this work in order to survive.*)

This result of the study is significant because it describes the essence of the female student sex workers’ choice of working in the paid sex industry despite the obvious risks and negative consequences. The survival instinct of the female students overpowered their rational mind. This is in connection with the Liberal feminists’ argument that while prostitution and sex work may not be the ideal job for many women, it can provide a way of life and prosperity that would be otherwise unattainable. Sex work can be seen as a better alternative to working for minimum wage or working in a field that that society decided is woman’s work. These feminists portray prostitutes as strong, independent women choosing to literally profit from their sexuality.

The result also mirrors Social Dominance Theory’s hierarchy - enhancing legitimizing myths that help maintain or increase group -based inequality. SDT observes that one of the human stratification systems where group-based social hierarchies is based is the gender or patriarchal system in which men have disproportionate social and political power compared to women. The female students’ choice of working in the paid sex industry despite having other alternative jobs highlighted the concept of hierarchy - enhancing legitimizing myth, that men are more powerful and dominant than women.

An Acknowledgment of Choices through Perceived Self-Power

There are situations in life where you feel helpless and even more hopeless. Those are the times that you question the kind of life that you have. The mere thought of having no resources to buy food the next day will make you feel distressed. The female students who

were interviewed disclosed that they sometimes feel that way. There are moments that they feel they are already hopeless cases, that's why they decided to engage themselves in the paid sex industry while studying. All along, the researcher assumed that they just accepted any customer or client given to them. Little did she know that even though they are in dire need of money they are not that desperate to just give their services to just anyone. They disclosed that they also have some sort of preferences among their customers. Thus, makes the female students acknowledge their perceived self-power in making choices whom to give their services. In particular, *Shie* disclosed that there are times when she doesn't meet customers if she isn't interested in them. And if ever she does meet them, she will immediately tell them to take a shower upon arriving at the hotel for hygienic reasons, "Tapos minsan po meron nagsasabi, "Meet mo 'to". Ayoko minsan, tinatanggihan ko din. Tapos, pagdating po namin dun sinasabi ko, halimbawa, maligo muna siya. Ganun po." *(Sometimes my friend will tell me to meet this particular customer but I will beg off. Then, for example, when we arrive in a motel, I will tell my customer to first take a bath.)*

Just like *Shie's* principle in work, *Kim* said that she first checks the background of her potential client before she agrees to work for him, "Depende naman kasi yun. Dapat titingnan mo din yung customer mo if okay ba bago ka mag-oo sa trabaho mo." *(It depends. It's necessary to check upon your customer first before you agree to give him your services.)* This standard applies also with *Jelly* as well, who said that she tries to know better her clients before agreeing to meet them, "Kung бага yung customer ko po, pinipili ko din po sila. Sa text pa lang po namin, kunbaga po, kinikilala ko na po bago po kami mag-meet." *(I choose my customers. Even in text messages, I try to screen them before we meet up.)*

On the other hand, *Hill* revealed that if she doesn't like her client, she will ask him if they can leave early. This is true whenever her client is very demanding in bed. She only stays with the client for an hour so he won't get disappointed. However, if she likes the customer, she's willing to be with him for at least two hours, "Minsan po pag ano, pag hindi mo po gusto yung kasama mo, ano po mabilis lang, kapag masyado siyang parang hard, uwi ka na lang agad, uwi ka na lang agad pagkatapos. Nagdadahilan ka na lang para hindi na magtagal. Mga one hour po, para sulit naman siya (laughs). Kapag okay naman po, mga two hours, ganun." *(Sometimes whenever the customer is very aggressive I will instantly ask him to end our session. I will make excuses so we can go home immediately. I will stay with him for an hour so he will get his money's worth (laughs). If the customer is okay, I stay with him for at least two hours.)*

Bea, on her part, said that there are times when she begs off in meeting a client especially if she doesn't really need money. It's important for her to also give herself some rest. She also revealed that there are times she didn't agree to transact with clients who don't look hygienic eventhough she knows that those clients have the money to pay for her services:

Minsan naman, umaayaw ka din lalo na kapag hindi mo naman masyado kelangan, pagpahingahin mo naman sarili mo. Pero may mga customer naman kasi minsan na inaayawan namin. Tulad ko, minsan namimili din ako. Siyempre may mga customer na, oo may pera pero mukhang dugyutin. Alam nyo yun, yung lilibag-libag yung itsura. Yung maka-encounter ka ng ganun, as in mukha siyang adik, yung mga ganun kahit papakitaan ka ng pera, minsan hindi mo talaga ma-take.

(Sometimes I say "no" to customers especially if I don't really need the money. There are really customers that we normally refuse. I also choose my customers because there are some customers that aren't physically hygienic. Even if they have the money, I still can't take them as customers.)

- *Bea*

Limiting herself to one client per night is very important for Ash. She said that it will be very difficult for her to have many clients all on the same day. She only has at least three clients in a week. Moreover, Ash revealed that she doesn't do everything that her clients ask from her. Particularly, she doesn't do oral sex. Whenever a client of hers will ask for it, she will ask him to just lessen the payment because she's not used to doing it, "Ay opo naman. Mahirap po ang ano, ang sabay-sabay. Isang customer lang po ako per day. Hanggang tatlong customer lang po ako per week. Ah anu naman po, nasa kasi, hindi po ako yung anu na, basta kung anu lang po yung usapan namin, yun lang po. Minsan po kung ano po yung pagawa nila sa akin na yung kaya ko lang po. Hindi ko po ginagawa pag wala sa usapan. Mahirap po kasi yung gumagawa ng subo-subo po. Wala po, hindi ko po ginagawa yung blowjob na yun. Hindi ko po ginagawa yun. "Kung pwede po lalabas tayo, hindi ko po gagawin kahit medyo bawasan nyo na yung bigay nyo sa akin", yun po ang kadalasang sinasabi ko." *(Of course, it will be very difficult if you have many customers on the same day. I just have one customer per day and per week, I only entertain three guys. I only do what we have agreed to do. Sometimes they will ask me to do certain things. If I can do it, I will. But if I cannot, I won't do it. I'm not comfortable giving blowjobs. I cannot do it. I tell my customer to just lessen my payment if he will insist that I give him blowjobs.)*

On the other hand, the client's age is important for Angel. She said that she's more comfortable having older clients since there are only a few young men who look for services that she gives in her nature of work, "Siyempre po matatanda. Kasi po pag bata po kasi, wala naman pong gaanong mga bata na naghahanap ng ganun po." *(Of course, the older ones. Most young men don't look for this kind of service.)*

Like *Shie*, *MJ* is very particular with the hygiene of her customers. Even before she meets them, she will tell them through text messages to take a bath the moment they arrive in the motels. *MJ* said that though she's working in this line of work, she still chooses the kind of clients that she agrees to be with:

Hindi sila naka-condom pero pinapaligo ko muna sila (laughs). Sinasabi ko na agad sa text bago kami magkita na dapat pagdating nila, maliligo muna sila (laughs). Siyempre naman, hindi naman sa pag-aano, siyempre titingnan mo naman yung tao. Hindi mo masasabi, yung iba may sakit pa. Titingnan mo muna, pag nakita mong dugyot, uwe na lang tayo. Hay naku (laughs)!

(They don't use condom but I ask them to take a bath first (laughs). Of course, you will first check the hygiene of the other person. You will never know, the other person might be infected. If you don't like his personal hygiene, you can turn him down (laughs).)

- *MJ*

The result of the study mirrors Social Dominance Theory's hierarchy – attenuating legitimizing myths which decrease group – based inequality and promote egalitarian relations among social groups. The female student sex workers acknowledge that they have their own choice on whom to give their services to. Thus, this concept changes their own perception of themselves. They recognize that society dictates that men are more dominant than women but this dominance or the hierarchy will not last long if and only if they will finish their studies.

Moreover, the results reflects the stand of Liberal Feminism on contract theory that postulates that the sex worker does not sell herself, per se, or even her sexual parts, but contracts her sexual services. Thus, liberal feminists believe that women in the sex work industry has the choice whether to accept or reject their customers.

An Opportunity to Rediscover Oneself

Knowing what a person truly wants in life is very important. Despite being faced with a lot of problems that somehow alter our dreams in a drastic fashion, it's still essential for us to at least be aware of our innermost desires in life. As the researcher journeyed with her participants during their conversations, the participants were able to reflect how they view themselves in relation to their present work and verbalized the kind of woman each one of them aspires to be.

In particular, *Shie* considers her work as only a portion of her life. She believes that her work isn't the totality of her personhood, "Yung trabaho ko na ito, part lang siya ng buhay. Hindi po siya yung totality ng pagkatao ko. Para sa akin hindi po ito ang buong buhay ko." (*This job is just a part of my life. It is not the totality of my existence. For me, this is not my entire life.*) *Shie* also said that if given the chance, she wants to be a different person- a woman who is not tainted with a past like hers. She wants to be someone who has financial freedom to afford being a modern woman of today's generation, "Gusto ko yung ibang klaseng tao naman. Yung malinis. Yung bang anu, ahm, yung anu, yung ibang tao. Yung mayaman. Sosyal (laughs). Yun po pangarap ko na maging ako." (*I want to have another person. Someone pure, like, a different person. Someone who's well-off, high class (laughs). That is what I dream of becoming.*)

Like *Shie*, *Regie* sees her work only as a part of her life. She said that she just needs the money that she earns from this work that's why she's keeping it, "Talagang kailangan ko lang po sa ngayon eto trabahong ito. Hindi naman po ito yung buong pagkatao ko." (*I just really need this job at the moment. This is not really who I am.*) *Regie* also wants to take a different direction in life. She wants to be a changed person. She laments that if only there

will be a person who will support her studies, she will leave her work without any second thoughts, “Gusto ko din maging ibang tao. Ayoko na po minsan maging ganito hanggat maari. Kung meron lang talagang susuporta sa amin para makatapos ako.” *(I want to be another person. There are times I don’t want to be like this anymore, if possible. If only there is a person who could support me to finish my studies.)*

Maye also has the same sentiments as that of Shie and Regie. She said that her work is just a part of herself, but not the entire totality of her life. She believes that she’s a good person despite the nature of her work:

Kasi po, trabaho lang po ito. Sa totoong buhay ko po, sa totoong pagkatao ko po, mabuti po akong tao, kasi po as long as wala ka, yun po kasi pananaw ko sa buhay, as long as wala kang tinatapakang tao, wala po ako inaagrabyadong tao, wala po akong pinapangamba na bakit ko po pinasok ito.

(Because this is just a job. In my real life situation, in my true self, I am a good person, because in my opinion, as long as you’ve done nothing wrong to another person, aggravating other people, I don’t need to worry why I am in this job.)

- Maye

Maye also aspires to have a different life. According to her, if given a chance, she won’t go back to this line of work anymore. She wants to have another job, something that’s decent. She believes that nobody would ever want a job like hers. She was just caught up in a challenging situation that’s why she made a decision to take on this work:

Sa salitang yan eh kahit hindi po ako mag-isip eh hindi na po ako babalik sa ganitong trabaho. Ayoko na po ng ganitong buhay. Gusto ko po yung ibang tao naman. Yung malinis yung trabaho. Kasi po eh wala pong tao, wala naman po sigurong tao na gusto yung trabaho na ganito. Wala po talaga.

(With those words, I don’t even consider thinking of going back to this job. I don’t want this kind of life. I want to be another person. A person

with a respectable work. Because, I don't think anyone would like to have a job like this. I don't think there is.)

- Maye

Having a simpler life is the aspiration of Kim. She doesn't anymore want the complications brought about by her work. She's already having a hard time catching up with the challenges of her life that's why she's at a point where she's getting tired of it, "Gusto ko yung maging taong simple lang. Walang problema, walang iniisip na kung anu-ano. Hindi na po ganitong buhay. Basta ayoko na po ng ganitong klaseng buhay. *(I want to be a simple person. A person who doesn't have a problem, like one who never has to think of unpleasant thoughts. Not like this kind of life. I just don't like this kind of life anymore.)*

Reflecting on her nature of work, Jelly explains that her work doesn't define who she really is. She just acknowledges the reality that the money she earns from her work is the one she's using to be able to achieve her dreams, "Hindi po ito yung totality ng pagkatao ko. Part lang po siya. Pampatulong lang po siya sa kinabukasan ko. *(This is not the totality of my person. It's just a part, a help for my future.)*

If given the opportunity, Jelly also wants to change her work to be able to change the kind of person that she is right now, although she firmly believes that it's up to the decision of a person if she truly wants to have a changed life. But for her, given the chance, she will not hesitate to look for another source of income to support her needs, "Kasi sa trabaho, ganun din naman pero kung papalarin pong maiba, sisikapin ko pong maayos, mas maging maayos yung pagkatao ko, para maiba po yung personality. Nasa-sa'yo din naman po kung gusto mong baguhin o hindi yung personality mo. Kung mababago po, mababago po. Lalo na po kapag meron na ibang income. Hindi yung income na galing dito. Gusto ko po magkaroon

naman ng ibang trabaho aside sa ganito.” *(Jobs are the same, but if I’m fortunate enough to change my job, I will try my best to fix my life and be a better person, to change my personality. It is up to the person if she wants to change her personality or not. If it can be done, then it can be changed. Especially if you have other sources of income. Not the income earned from the work I’m in. I want to have a different type of work.)*

On the other hand, *Hill* also believes that her life shouldn’t be measured by the work she has now. She’s certain that in reality, she’s a good person. The circumstances brought about by her financial difficulties are the reasons why she’s working in the industry. She also holds herself responsible for her choices. *Hill* said that the only thing she can do is to leave her work once she has a better situation:

Yung trabaho ko po eh hindi naman sukatan ng pagkatao ko. Kasi hindi naman po talaga ako ganito, parang dahil no choice ka lang eh. Parang yung wala ka nang ibang mapuntahan kaya mo nagawa yun. Pero sa totoo po, mabuti naman akong tao. Tinaggap ko na lang po kasi sarili mo yan eh, ikaw ang nagdesisyon. Kaya kailangan mong tanggapin. Siguro, darating na lang yung panahon na pag nagkaroon ka ng magandang trabaho, kapag nakapagtapos ka na, iwan mo na siya, hindi mo naman na siya kailangan eh. Siguro tanggapin mo dahil ikaw nagdesisyon. Ikaw yung gumawa. Iwan mo na lang kapag meron ka nang magandang pinanghahawakan.

(My work is not a measure of who I truly am. Because I am not really like this, I just did it because I didn’t have a choice. It’s like you have nowhere else to go that’s why you have to do it. But in reality, I am a good person. I have accepted it because it is me, I made that decision that’s why I have to accept it. Maybe, there will come a time when I will already have a good job, after I shall have finished my studies, I will leave this work because I will no longer need it. Maybe I just need to accept it because I made the decision. I did this to myself. I will just leave it when I can already foresee a brighter future.)

- *Hill*

Teachers have an enormous impact on the lives of their students. Even if they are in different generations, they are still considered role models that students look up to. This notion is what makes *Hill* wish for a change in her life. As an Education major student, she knows her responsibilities to her future students. Moreover, she'd realized that it's difficult to keep skeletons in her closet. She wants to show other people who she really is that's why she wants to have a better life if possible:

Anu po kasi, BSE po ako, Education, so dapat yung makikita ng mga estudyante mo sa'yo is, yung kung anu yung makikita nila sa'yo, dadalhin nila hanggang sa pagtanda nila. Siyempre, ayoko naman po na malaman, kunwari po, one of my students magiging customer pa. Magugulat sila, "Si Ma'am pala ganun". Mga ganun po. Siyempre po, babaguin mo na. Gusto ko po yung mas maayos na buhay. Ayoko na ng ganitong buhay kasi may tinatago ka sa sarili mo eh. Mas maganda yung wala, yung okay ka lang, yung kung sino makakita sa'yo, wala ka naman ginagawa, kaya okay lang. Kesa yung nagtatago-tago ka pa, ganyan, kapag makikipagkita ka, kailangan private, ganun, makikipag-date ka ng patago. Natatakot ka kasi baka biglang may makahuli sa'yo. Kaya mas maganda yung hindi na ganito, yung bagong ikaw naman.

(I'm an Education major that's why whatever you teach your students will be imbedded on their minds for a long time. I don't want them to know the kind of work that I'm into. Worse if you'll have your student as one of your clients. I don't want those things to happen that's why I want to change my life. I don't want to have this kind of life where I hide something even to myself. It is better that you have no secrets, that everything is okay. Like if there is someone who might see you, you know you are not doing anything wrong and everything is fine. Unlike when you keep on hiding, when you are to meet someone it should be private, and when you have a date it should be kept hidden. I'm always scared that someone might catch me. That's why I don't want to be like this, I want to change who I am.)

- *Hill*

Just like *Hill*, *Bea* also feels that her whole life shouldn't be summed up in terms of her work. She believes that despite her choice of work, she's a good person, she's a good mother. She considers her present circumstances to be just a phase in her life, not the totality

of it, “Ay hindi naman masusukat ng trabaho ko ngayon yung buo kong pagkatao. Siguro yung talagang nasa loob ko, yung talagang ako, eh siguro mabuting ina naman ako sa mga anak ko na isa lang siguro itong yung bang pangangailangan lang sa ngayon.” (*My job right now should not serve as a measure of the kind of person I am. Maybe, the person deep inside, the real me, is maybe a good mother to her children that for now, this, my work, is just one of the ways to make ends meet.*)

The possibility of working abroad makes *Bea* somehow accept her present situation. She said that if she will be given the chance, even if she will not be able to finish her studies, she wants to go abroad and work there so she can earn enough money to have a better life, “Kung sakaling palarin man ako, hindi man ako maka-graduate, sakaling bigyan ako, malay mo bigyan ako ng pagkakataon na umasenso, malay ko ba, kung magtitiyaga ako makapag-abroad, matututo akong mag-ipon, baka sakaling mabago pa yung buhay ko kapag nakaalis ulit ako.” (*If I would be so lucky, even if I won’t be able to finish my studies yet someone might offer me something, we don’t know, maybe I might be given a chance to succeed, I don’t know, if I will work hard and be able to go abroad, I will learn how to save my earnings, probably I might be able to change my life if ever I can go abroad again.*)

Ash is also certain that her work shouldn’t be the central feature of her life. She accepts the consequences of her decision but she doesn’t regret having her job because she just needs the job for her studies. She believes that regretting her decision won’t do her any good since she will be on her last year in school, “Hindi naman po habang panahon ganito ako. Nagawa ko lang po ito dahil sa kahirapan at kagustuhan kong mag-aral. Hindi naman po siguro masusukat ng trabaho ko yung pagkatao ko. Wala naman po ako pagsisisi sa naging buhay ko. Hindi ko po siguro masasabi na pagsisisi kasi eto naman po, ginagamit ko naman po sa

magandang paraan eh. Kaya hindi ko po maano sa sarili ko, kasi eto na po eh, malapit na eh. One year na lang eh, makaka-graduate na ako eh. Anu pang magsisisi pa ako. Para saan pa?”
(I will not do this for a long time. I just did it because of poverty and my desire to study. My job is not a measure of the kind of person I am. I don't have any regrets in my life. I don't think that I would say I regret having this job because I am using what I get in this job for a good reason. That's why I cannot blame myself, because you know, I'm almost there. One year to go and I can finally graduate. What is the use of having regrets? For what?)

Like *Kim*'s situation, *Ash* also wants a simpler life, without the complications brought about by her work. She said that she wants to start her life anew, without the hassle and bustle of her present life, “Kung may pagkakataon po, gusto ko yung simpleng tao lang po na parang walang muwang sa mundo, na walang pinagdaanan, walang naranas na kamunduhan na hindi tama. Yun lang po. Parang bagong mundo ulit. Gusto ko maging parang blanko po ulit yung mga ginawa ko noon na nangyari sa buhay ko, blanko na ulit.” *(If I have a chance, I want to be a simple person, being simple minded, without any concerns, keeping my innocence in this cruel world. That's it. Like having a new world. I want to have a clean start again, to put away things I did in the past, I just want my memory blank.)*

On the other hand, *Anne* had voiced out her unhappiness because of her work. She said that if she will be given the chance to improve her present state of life, she won't go back in her work. She will come out clean just to give a better future for her children, “Hindi na po ito yung gusto kong buhay. Hindi ko na po babalikan itong buhay na ito. Gusto ko po iba namang trabaho. Babaguhin ko po para po sa mga anak ko po.” *(This is not the life I want for myself. I don't want to return to this kind of life again. I want to have a different type of work. I want to change for the sake of my children.)*

Angel also wants to have a better life. She said that she hopes that she will be able to have a relationship wherein true love is its foundation. She also wishes to have a different life in order to be a good influence to her younger siblings:

Yung gusto ko na mabago yung sarili mo, iba na yung ginagawa mo, magkakaroon ka na ng relasyon na talagang making love yung ginagawa mo hindi yung pampalipas lang para kumita ng pera. Gusto ko po yung maayos po talaga na klase ng tao. Yung siyempre po ate po ako gusto ko po yung mga kapatid ko tingin sa akin mataas na gagayahin nila ko kasi si ate ganito, nakapagtapos, na hindi hadlang pala ang kahirapan. Pero sana naman po huwag ganito yung gawin nila. Hindi nila alam na yung nabibigay ko sa kanila galing sa, galing pala sa hindi maayos na sitwasyon.

(I want to change myself, doing different things, having a relationship with a person and make love, not just doing it for the sake of earning money. I want to be a better kind of person. I am the eldest, I want my younger siblings to look up to me, like they aspire to be like me, someone who does not allow poverty to hinder her ambition to finish a college degree. But I hope they will never do the same work I did. They don't know that what I'm able to give them came from an indecent work.)

- *Angel*

Like the other students interviewed, *MJ* is convinced that she just chose to engage in her present work because she needs the money to finance her needs. She firmly believes that her work shouldn't be used to gauge her whole life, "Hindi naman ako ito eh, nagawa ko lang ito dahil ganito, kelangang kelangan." *(I am not this type of person, I only did this because I really need it badly.)*

Moreover, a life that enables her to go anywhere with her head held up high is the one that *MJ* wants for herself. If given the opportunity, she said that she wants to have another work. She wants a work that's decent and where she can earn money on a regular basis, "Yung mawala na itong trabahong ito, yun ang husto kong maging ako. Gusto ko yung tama lang ma'am na lahat nung gusto ko gawin, makukuha ko, kaya lang sa malinis na paraan. Hindi

katulad nang ganito. Yung maglalakad ka sa daan nang maganda naman yung trabaho mo. May trabaho ka naman na permanente... na kapag may gusto ako, may pera ka, may sahod na. *(To be out of this job is what I want to be. I want to have enough money to be able to do all the things I want to do, I will be able to get it in a decent way. Unlike this. Like, when you walk around you know you have a nice occupation, the one where you have a permanent job... that when I want something, I have money, I have a salary.)*

This finding of the study that the female students' perception of their ideal women is different from the person that they are right now because of their choice of work mirrors the study of Gonzalez-Fernando (2002) which depicts that emotional/conceptual "split" takes place in female prostitutes when their self-concept, sense of womanhood and sexuality contain two widely disparate, and yet equally present, self-images. The first image is the one that had been irreparably damaged, stained, abused, and degraded by the experiences of abuse and prostitution, and the second one is that which held hope for a "new me" who had dignity, was respected and loved, and had real choices and a real chance for happiness. This finding also supports the result of the study of Carandang, Fernando and Sison (1999) that female prostitutes experience some kind of "split" or dissociative processes. Their self-concept has something to do with being "defiled", "dehumanized", and "damaged".

Part III – Counseling Strategies for Female Student Sex Workers

College is an exciting time for students. Some students are away from their homes for the first time while others are restarting their education but already have their own families at home. This time of their school life gives them a great opportunity to grow up, not only as

students but as individuals as well. Counselors in college institutions are in a unique position to address student needs and welfare because it is during this time that a lot of pressing mental health issues are being faced by the students like depression, anxiety, suicidal tendencies, eating disorders, and alcohol and drug abuse/dependence.

College counselors offer diverse services including individual and group counseling, psychological testing, information and orientation, follow-up, referrals and consultation. Students utilize counseling services to be enlightened about certain issues or concerns in their lives, including relationships, career choices, academic performance, and exploring mental and emotional strengths.

Moreover, counselors are expected to develop and provide specific counseling programs for special student populations. These include student athletes, students who are members of the indigenous people community, PWD students, students who are solo parents, children of solo parents, LGBTQ students and even student sex workers. These counseling programs aim to promote student mental health and well-being in all aspects of life.

The Mental Health Law or Republic Act 11036 passed on June 20, 2018 aims to protect the rights as well as the welfare of Filipinos with mental health conditions. Section 24 of Republic Act 11036 asserts that educational institutions, such as schools, colleges, universities, and technical schools, shall develop policies and programs for students, educators, and other employees designed to: raise awareness on mental health issues, identify and provide support and services for individuals at risk, and facilitate access, including referral mechanisms of individuals with mental health conditions to treatment and psychosocial support.

Female student sex workers could be classified as individuals at risk who need psychosocial support from the school community. Working in the sex work industry is a challenge. It gives the female students several problems along the way like having worries and fears about their work and the negative effects it may cause in their family, in their safety and in their health. A feeling of personal helplessness can also emerge from their work. The female students acknowledged that they experience inner turmoil as they engaged themselves in their work. They know the negative consequences of their work but at the end of the day they still choose to continue doing it because of their needs. This makes them feel anxious about their situation. As sex work is seen as a negative concept in the context of the Filipino culture, most of the female students interviewed tried to distance themselves away from their work. They tried to construct a "split-identity" between their "other" self and "that" woman who prostitutes herself in order to earn money. This caused a "disengagement" from one's "real" self, thus, creating an inner conflict with their true identity.

Because of the situation that these female student sex workers are facing, it is necessary to provide them with the needed assistance that will help them to find ways to cope with the disparity between their identities as students and as sex workers. Thus, Counseling Strategies were developed to provide a safe and confidential outlet should female student sex workers wish to seek therapeutic intervention.

The counseling strategies for student sex workers are based from the **Feminist Counseling**. Corey (2009) asserted that the feminist counseling is built on the premise that it is essential to consider the social, cultural, and political contexts that contribute to a person's problems in order to understand that person. This perspective has significant implications for the development of this counseling framework because all of the female students who were

part of the study came from families with low socio-economic status. Six out of the eleven participants were also solo parents who didn't receive any financial help from the fathers of their respective children. Thus, understanding the circumstances in the lives of the participants that had great impact on their decision to choose the sex work industry as the primary source of their income is associated with the central concept in the feminist counseling which is the importance of understanding and acknowledging the psychological oppression of women and the constraints imposed by the sociopolitical status to which women have been relegated. It is, therefore, assumed that by integrating the concepts of the feminist counseling within this developed counseling strategies, the female student sex workers will be able to recognize, claim, and embrace their personal power that will aid them to trust their own experiences and develop a wide range of behaviors that are freely chosen.

Moreover, the counseling strategies are also anchored on the **Cognitive Behavioral Therapy** or CBT. According to Beck Institute for Cognitive Behavior Therapy (2019), CBT is one of the few forms of psychotherapy that have been scientifically tested and found to be effective in hundreds of clinical trials for many different disorders. In contrast to other forms of psychotherapy, cognitive therapy is usually more focused on the present, more limited in duration, and more problem-solving oriented. In addition, patients learn specific skills that they can use for the rest of their lives. These skills involve identifying distorted thinking, modifying beliefs, relating to others in different ways, and changing behaviors. One of the findings of the study is that female students' continuous effort to cope with confusions and doubts results to their perceived low self-esteem. Pervasive poor self-esteem can result to

anxiety and depression. Cognitive behavioral therapy is the most researched treatment proven to be effective in helping build self-esteem.

The Feminist-CBT counseling strategies proposed for counseling female student sex workers are Cognitive Restructuring, Setting and Managing Goals, Reframing, Relabeling, Assertiveness Training, Power Analysis, and Empowerment. **Cognitive Restructuring** is a combination of recognizing unhelpful thinking patterns, and replacing them with more effective thinking patterns. By modifying the female students' thoughts, they may be able to improve their moods and make better choices with regard to behaviors. **Setting and Managing Goals** is very important in life. Goals or things that the female students want to accomplish in the future can give their lives purpose and direction, as well as motivate healthy behaviors focused on improving their lives. However, goals can also be very overwhelming and a source of stress. Therefore, in this counseling strategy, the female students will be reminded to be careful when they set goals. It is important that their goals are approached in a way that improves their mood and quality of life, as opposed to increasing distress. **Reframing** includes a shift from "blaming the victim" to a consideration of social factors in the environment that contribute to the female student's problem. In this strategy, rather than dwelling on intrapsychic factors, the focus is on examining societal or political dimensions. **Relabeling** is an intervention that changes the label or evaluation applied to some behavioral characteristic. The female student is encouraged to talk about herself as a strong and healthy woman then being weak or inadequate because she of her choice of work. **Assertiveness Training** is teaching and promoting assertive behavior, female student sex workers become aware of their interpersonal rights, transcend stereotypical gender roles, change negative beliefs, and implement changes in their daily lives. This counseling strategy will help them

evaluate and anticipate the consequences of behaving assertively, which might range from criticism to actually getting what they want. **Power Analysis** refers to the range of methods aimed at helping female students understand how unequal access to power and resources can influence personal realities. Together with the counselor, the female students explore how inequities or institutional barriers often limit self-definition and well-being. In this strategy female students are helped to identify alternate kinds of power they may exercise and to challenge the gender-role messages that prohibit the exercise of that kind of power. Interventions using this counseling strategy are aimed at helping the female students learn to appreciate herself as she is, regain her self-confidence based on the personality attributes she possesses, and set goals that will be fulfilling to her and do not depend on others for her own happiness. **Empowerment** is another strategy where the counselor will pay attention to informed consent issues, discussing ways the female student can get the most from therapy, clarifying expectations, identifying goals, and working toward a contract that will guide the therapeutic process. Through explaining how the counseling process works and enlisting the female student as an active partner, the process is clarified and female student becomes an equal participant. She will learn that she is charge of direction, length, and procedures in her counseling.

The utilization of the counseling strategies are demonstrated in the sample counseling modules (see Annex E-H) that aim to explore and integrate the thoughts, feelings and behaviors of the participants. The modules are consist of exercises and lectures about self-concept, self-esteem, resiliency, inner self, and outer self. The counseling strategies can be facilitated in an individual or group counseling session by a registered counselor, licensed

psychologist or licensed therapist who are familiar with the dynamics of Feminist Counseling and Cognitive Behavioral Therapy.

Table 4 shows how the findings on the lived experiences of the female student sex workers as addressed in the study are deemed appropriate in offering solutions to the challenges being faced by the student sex workers.

COUNSELING STRATEGIES MODULES FOR FEMALE STUDENT SEX WORKERS

Rationale

Student sex workers experience many stressful events in their lives – having worries and fears about their work and the negative effects it may cause in their family, their safety and in their health. As sex work is seen as a negative concept in the Philippines, most of the female students tried to distance themselves from their work; and construct a "split-identity" between their "other" self and "that" woman who prostitutes herself in order to earn money. This caused a "disengagement" from one's "real" self, thus, creating an inner conflict on their true identity.

General Objectives:

This module aims to help the Student Sex Workers to:

- a. Improve their self-concept
- b. Improve their self-esteem
- c. Strengthen their resiliency
- d. Conquer ambivalent behaviors

Table 4: Summary of the Counseling Strategies Modules

SESSIONS	OBJECTIVES	COUNSELING STRATEGIES	ACTIVITY	MATERIALS NEEDED	TIME FRAME	EXPECTED OUTPUT
Enhancing Self-Concept	1. To know the present level of the self-concept of the female student sex workers 2. To express their self-image and ideal self 3. To know how their self-image affects their ideal self and vice versa 4. To develop skills for nurturing oneself through acceptance of one's self-image 5. To increase knowledge and develop positive attitude on how they can use their good characteristics in	1. Relabeling -the female student is encouraged to talk about herself as a strong and healthy woman then being weak or inadequate because of her choice of work 2. Power Analysis -aimed at helping the female student learn to appreciate herself as she is, regain her self-confidence based on the personality attributes she possesses, and set goals that will be fulfilling to her and do not depend on others for her own happiness	“Maskara at Letra, Gabay kay Magdalena: Enhancing Self-Concept”	• Masks • Coloring Materials • Glitters, stickers feathers and other decorations	30mins – 1 hour	Achieved congruence between their self-image and ideal self

	both their self-image and ideal self to improve their character and achieve personal growth					
Boosting One's Self-Esteem	1. To help the participants identify their personal goals/targets 2. To empower the individuals in recognizing their strengths that could assist them to achieve their personal goals/targets 3. To help the participants identify their personal traits and characteristics that will improve their self-esteem	1. Setting and Managing Goals - female students are helped to identify what they want to accomplish in the future to give their lives purpose and direction, as well as motivate healthy behaviors focused on improving their lives 2. Cognitive Restructuring - female students will be aided in recognizing unhelpful thinking patterns, and replacing them with more effective thinking patterns. Cognitive restructuring for low self-esteem will focus on identifying negative thoughts about oneself, and identifying distorted thinking, such as labeling oneself as a failure due to one skill deficit or a negative event. By modifying the female	“Shoot for the North Stars: Improving One's Self-Esteem”	• Shoot for the North Stars Worksheet • Colored ink pens and pencils • Emotion stickers • Multi-colored star stickers	30mins – 1 hour	Improved self-esteem through identifying personal goals/targets that are important in life and the corresponding personal strengths that could help to achieve them

		students' thoughts, they may be able to improve their moods and make better choices with regard to behaviors. 3. Empowerment - the female students are helped to recognize, claim, and embrace their personal power that will aid them to trust their own experiences to achieve their dreams				
Strengthening One's Resiliency	1. To increase the knowledge of the participants on how their positive past experiences could strengthen their resiliency 2. To help the participants make peace with themselves and remind themselves of their potentials to be good individuals 3. To empower the individuals to recognize their strengths that will assist them in solving their present problems	1. Assertiveness Training - through teaching and promoting assertive behavior based from their positive past experiences, female student sex workers become aware of their interpersonal rights, transcend stereotypical gender roles, change negative beliefs, and implement changes in their daily lives. This counseling strategy will help them evaluate and anticipate the consequences of behaving assertively, which might range from criticism to actually getting what they want	“Positive Past Experiences: Mirror of My Resiliency”	• Sheet of Paper • Positive Past Experiences Worksheet • Ballpoint pen / Pencil	30mins – 1 hour	Strengthened resiliency through identifying personal strengths and reminding oneself of positive qualities that could help in getting through the present problem.

Overcoming One's Ambivalence	1. To help the participants identify their inner self (values) and outer self (actions) 2. To assist students resolve conflicts between their inner self and outer self 3. To empower the students in identifying the sources of conflicts in their lives and have the mechanism to solve them	1. Reframing - this counseling strategy includes a shift from "blaming the victim" to a consideration of social factors in the environment that contribute to the female student's problem of having conflicting inner self (values) and outer self (actions).	“Balancing Inner and Outer Self: Conquering One's Ambivalence”	• Balancing Inner Self vs. Outer Self Worksheet • Ballpoint pen or pencil	30mins – 1hour	Resolved conflicts between inner self and outer self that would help conquer ambivalent behaviors
--	---	--	--	--	-----------------------	--

CHAPTER IV

Summary, Conclusions, and Recommendations

This chapter presents the highlights of the entire investigation which is divided into six sections. The first section deals with the summary of the study which includes the background, the objectives, and the methods used. The second section discusses the significant findings of the study while the third section captures the limitation of the study. The fourth section is focused on the conclusions to address the objectives of the study, while the fifth section are the researcher's recommendations. The personal reflections of the researcher on the study undertaken comprise the sixth and last part of this chapter.

Summary of the Study

The study is a product of the researcher's academic interest in the lived experiences of students who are sex workers. As a registered guidance counselor who works in a university guidance and counseling office and who became aware of the struggles of female students who engage in paid sex work through the narratives of her counselees, the researcher considers that the prevalence of student sex work in the community is a concern deserving of more attention. In a conservative country like the Philippines, where aggressive sexual behavior is an off-limits topic, the number of students in sex work is growing. However, much of what is known about the experiences and relationships between students and the sex industry has been through anecdotal stories that have resonated in the media. Given the growing concern about the phenomenon on student sex workers, it is imperative to study not only about their lived experiences but more importantly it is vital to also note how they give meaning to their

experiences, including their struggles, coping mechanism, as well as their hopes, dreams and future plans. At the same time, it is important to take into account the difference between the kind of person they are portraying and the ideal self they desire, which could be a source of inner turmoil for the student sex workers. Given these important premises, three research questions were posed:

1. How may the lived experiences of students as sex workers be described?
2. How do student sex workers give meaning to their experiences?
3. What strategies for counseling student sex workers can be proposed?

In answering the research questions of this study, the qualitative research approach particularly the phenomenological approach of Moustakas was undertaken. The use of in-depth interviews facilitated the production of the rich qualitative data from the participants. An abbreviated version of the Stevick-Colaizzi-Keen method of analysis that includes the development of individual textural and structural descriptions; composite textural and composite structural descriptions, and a synthesis of textural and structural meanings and essences of the experience was utilized. Furthermore, the semi-structured interview guide which was the main instrument used in the study was pilot tested to two student sex workers who were not actual participants. It was also validated by five experts in the field of Guidance and Counseling who are Registered Psychologists, Registered Guidance Counselors and Registered Psychometricians. In addition, the generated codes as well as the final themes were also validated by two of these experts, together with the researcher. Eleven female college students participated in the study. At the time of the study, they were at least eighteen (18) years old full-time students, enrolled with at least twelve (12) units in the tertiary level, and

were sex workers. The eldest participant of the study was 33 years old while the youngest was 19. Most of them were Education majors enrolled in a state university and were already in third year level. Six of the participants were solo parents while the remaining participants were single women. Moreover, majority of the student participants have been in the paid sex industry for more or less two to three years.

Summary of Findings

1. On Lived Experiences of the Student Sex Workers

The findings of the study illustrated each woman's lived experiences as a student sex worker. Several core experiences emerged that portrayed the life of each student-participant as a sex worker. These core experiences are Reasons for Engagement in the Sex Work Industry; Adjustments Done to Balance Time Between Work and Studies; Doubts and Second Thoughts about Being a Student Sex Worker; Abuses and Maltreatments Experienced from Customers; Worries and Fears Caused by Working in a Paid Sex Business; and Support from Family Members and Friends in Relation to Choice of Work.

2. On Giving Meaning to the Students' Experiences as Sex Workers

The findings of the study revealed several themes that demonstrate how the students as sex workers gave meaning to their experiences. These themes are A Means to Survive Life's Adversaries; An Acknowledgment of Choices through Perceived Self-Power; and An Opportunity to Rediscover Oneself.

3. On Counseling Strategies for Female Student Sex Workers

The Feminist-CBT counseling strategies developed for counseling female student sex workers are Cognitive Restructuring, Setting and Managing Goals, Reframing, Relabeling, Assertiveness Training, Power Analysis, and Empowerment. The utilization of the counseling strategies are demonstrated in the sample counseling modules (see Annex E-H) that aim to explore and integrate the thoughts, feelings and behaviors of the participants. The modules are consist of exercises and lectures about self-concept, self-esteem, resiliency and inner self and outer self. The counseling strategies can be facilitated in an individual or group counseling session by a registered counselor, licensed psychologist or licensed therapist who are familiar with the dynamics of Feminist Counseling and Cognitive Behavioral Therapy.

Limitations

One possible limitation to this study is the accuracy of the participants' narratives. This is not to suggest that the participants were not truthful. However, given the sensitive nature of the topic and the multiple emotions felt by the female students as they recounted their experiences during the interview, it is possible that their perceptions could have been altered. Nonetheless, given that this qualitative study was conducted using a phenomenological design, it focused on the participants' experiences, which is inclusive of the participants' perceptions regardless of how they may have been affected.

Another limitation is the lack of generalizability of the findings to the wider population, although this is not typically considered a limitation in qualitative research. When

conducting a phenomenology, it is recommended that the number of participants remain relatively few but that data continue to be collected until the point of saturation is met (Creswell, 2007). Given this situation, conducting this study in different parts of Bataan or increasing the sample size slightly might produce a greater understanding of the phenomenon of college women's experiences as sex workers. In addition, due to the subjective nature of the data analysis procedure, the researcher's interpretations of the participants' narratives may differ from those of another researcher, regardless of validation strategies.

Conclusions

Based on the results of this study, the following conclusions have been drawn:

1. A person's choice of engaging in the paid sex industry has its root cause. Each student has motivating factors that significantly contributed to their choice of entering the world of sex work even if there are times that they had second thoughts if they made the right decision. Most of the female students ascertained that the reason they engage in this work is because it became their means to support oneself, a source to support one's family, and stepping stones to achieve goals.
2. Being a student sex worker is difficult. A lot of challenges and hardships come along the way of the female students while they are working as sex workers and being full-time students as well. Adjustments were made on how they balance their time between working and studying and handling different aspects of their lives, as well. Most of the female students also received and experienced abuses and mistreatments from their customers. They also experience worries and fears as a result of engaging in the sex work industry. These are work-related fears, safety-related fears, family-related fears,

and health-related fears. However the support received by the female students from their family and friends in relation to the nature of their work made their work amenable for them.

3. The female student sex workers perceive their work as their means to survive life's uncertainties. They believe that the opportunity to earn through sex work will provide solution to their everyday problems. They also recognize their work as an expression of empowerment over their customers because they have the ability to either accept or reject their customers depending on their liking. The student sex workers also view their work as a chance for them to re-evaluate and rediscover themselves. It gives them the opportunity to assess themselves in relation to their work and the ideal woman they want to be in the future.
4. Utilization of the counseling strategies proposed in this study can provide a safe and confidential outlet should the female student sex workers wish to seek intervention, especially on the issues concerning self-concept, self-esteem, resiliency and ambivalence.

Recommendations

In view of the findings of the study, the researcher would like to propose the following recommendations:

1. Programs and activities as part of the formation and education of the student sex workers should be part of the counseling services of higher education institutions. Although this special population is usually kept in secret because of the sensitivity of

their situation, chances are there will still be students who will seek for help and consultation.

2. Psychological tests in the counseling offices such as Self-Esteem Test and Self-Concept Test will scientifically measure the current psychological state of the student sex workers, as these personality constructs seem to be affected by engaging oneself in sex work. This will give the helping professionals a clearer picture of the students' current emotional and psychological state thereby enable them to come up with a more objective psychological evaluation of the students.
3. As a preventive measure against Human Immunodeficiency Virus (HIV)/ Acquired Immunodeficiency Syndrome (AIDS) which can be caused by unprotected sex, it is suggested that more advocacy campaigns be done by both government and non-government organizations. These may be done through a massive campaign and distribution of advocacy materials initiated by the Gender and Development Office of each school, city or municipality.
4. The University Clinic may include in their program a free HIV Testing every World AIDS Day Celebration for students and other members of the school community who wish to have themselves checked. The University Clinic may also intensify their information drive advocating for regular check-ups on chlamydia, gonorrhea, genital herpes and other sexually transmitted diseases caused by unprotected sex.
5. With the passage of the Mental Health Law in the Philippines, student sex workers could be identified as individuals at risk who need psychosocial support. The DSWD, other non-government organizations, and higher education institutions who provide

counseling services to student sex workers may adapt the counseling strategies modules as intervention for those female students who are in the paid sex industry.

6. Interested researchers may work on the exploration of the lived experiences of male student sex workers to identify if there are differences or similarities between these groups of students and those who participated in this particular study.
7. Interested researchers may also consider examining the lived experiences of former female sex workers who had already discontinued their engagement in the paid sex industry. They may explore the motivation that pushed them to leave sex work industry and the challenges and struggles that they experience after leaving their previous work.

Personal Reflection

As I sat and reflected on my journey through the dissertation writing process, I was flooded with thoughts and emotions. These personal reflections do not just represent the end of what I imagined to be the biggest research project I would ever take on. This project also signified a closing of an incredibly significant and vital period of my life as a graduate student.

My interest in student sex workers stemmed out of my conversations with one female student who sought help for academic counseling but later on disclosed the skeletons she's been keeping on her closets – that she's actually a full time student and a sex worker at night. It was very disheartening to find out that some students are willing to do everything and anything, even sell their own flesh, just to have some money that would finance their needs. But so many questions are still left unanswered. I am certain that if I still dig deeper, I will

be able to know the root cause/s of this phenomenon and their effects on the well-being of the students.

Since proposing my design almost a year ago, I have been privileged to sit at the table, metaphorically and literally, with some of the most remarkable people I have ever encountered. It can be easy to be overcome by frustration and disappointment in humanity when researching a topic as personally invasive as student sex work. Looking for the participants who would be willing to partake in my chosen field of study is a challenge that I had to face. This is a taboo issue given the cultural perspective of the Filipinos. When my topic was approved, I only had four student sex worker counselees. I needed at least ten participants. It was a great task at hand but my counselees were generous enough to offer help. They readily looked for another six female students who they know would possibly agree to be part of my study.

Thus, no part of my journey was quite as influential as my time spent with the eleven participants of my study. Going for the interviews, I imagined that as a human being I could be affected by what I might hear, yet as a researcher, I was prepared to bracket my experience and uphold objectivity. Their stories were profound and insightful. They shared their stories with me and gave me insights into their experiences in ways that I could not have fully imagined prior to data collection. I am so extremely indebted to all of them for sharing those very personal pieces of their lives with me.

I learned from my participants that student sex work is not an easy job. Though they convinced themselves that it's the easiest way to earn money, the consequences brought about by this work are incomparable. The agony and pain that they had to endure just to keep up

with the demands of their works, studies, and family lives speaks volumes about our society. There are a lot of things that are still needed to be done.

Throughout the process, I kept my communication with my dissertation adviser and my peer debriefer in order to evaluate for any interference. For their invaluable time and expert assistance they have given me, I am greatly appreciative.

I also continued writing journal to document my thoughts and feelings to do my part and warrant the purest of bracketing. In reflecting on this portion of the process, I looked back and felt confident and satisfied that I did this well, keeping my role as a researcher instead of falling into another possible role such as counselor, investigator, or fellow woman.

And now, as this research project comes to a close, I am aware that there are still more things to be done in order to help these student sex workers who still could not find their voices to seek intervention for their everyday predicaments and challenges. It is bothering that most the participants the researcher had interviewed are Education majors. Our society puts educators in a certain pedestal where there is no room for mistakes. It's quite unsettling if the students of these future teachers will find out that they became student sex workers during the time they were studying in college. The researcher recognizes that she is not in the position to question the female students' choice of work. But it made her ask herself if their choice was based on the premise that Education courses have the lowest educational cost or is it because they really wanted to be future educators.

However, on a second thought, it made her think that elevating our teachers to a realm beyond what is humanly achievable can be a strategy for minimizing our own expectations, and thus our disappointments. It can also be a way of giving away our own

responsibility for being our own teacher. Therefore, it is perhaps necessary to honor our teachers' flaws so we can find a way to be easier on ourselves. Someone does not need to be perfect or superhuman to have something to offer. Seeing our teachers as students, strivers, and peers, even when they are our mentors, can serve as an inspiration for what is really possible and can help us stay connected with mastery as a journey and not a destination.

References

- Advocates for Youth Organization. (2015). *Sexuality Education Building an evidence- and rights-based approach to healthy decision-making*. Retrieved from www.advocatesforyouth.org/publications/publications-a-z/2390-sexuality-education.
- Aguilar, E. J., Nolasco, F., and Bersales, J. E. (2002). *Breaking the mold: Promoting young people's reproductive health*. An unpublished research report for the David and Lucile Packard Foundation. Department of Sociology and Anthropology, University of San Carlos.
- Balanga City Ordinance No. 138, S.2002. Retrieved from www.trafficking.org.ph/papers/ordinances/cono138balangabataan.
- Barry, K. (1995). *The prostitution of sexuality*. New York & London: New York University Press.
- Bell, S. (1994). *Reading, writing, and rewriting the prostitute*. Bloomington and Indianapolis: Indiana University Press.
- Beran, K. (2012). Revisiting the Prostitution Debate: Uniting Liberal and Radical Feminism in Pursuit of Policy Reform. *Law & Inequality: A Journal of Theory and Practice*. Volume 30 Issue 1.
- Bowen, R. (2003). *They Walk Among Us: Sex Work Exiting, Re-entry and Duality*. Retrieved from www.summit.sfu.ca/item/12899.
- Browne, Kath (2005). "Snowball sampling: using social networks to research non-heterosexual women". *International Journal of Social Research Methodology*.
- Carandang, ML., Fernando, P., and Sison BA. (1999). *Pagkatao, Pagkababae at Pagkalalaki* (How Prostituted Children View Themselves, Their Sexuality and Their Experience of Prostitution). *Philippine Journal of Psychology*. Vol 32 No. 1 (1999):102-113.
- Cayetano, P. (2011). Privilege speech on prostitution. Retrieved from www.senatorpiacayetano.com/?p=682.
- Corey, G. (2009). *Theory and Practice of Counseling and Psychotherapy*. (8th ed.). Thomson Brooks/Cole.
- Creswell, J. W. (2008). *Research design qualitative, quantitative, and mixed methods approaches*. (3rd ed.). SAGE Publications, Inc.

- David, M (1997). "Gender Relations and AIDS". Sainte-Foy, Canada: Centre de Coopération Internationale en Santé et Développement (CCISD).
- Davis, K. (2018). How does cognitive behavioral therapy work? Retrieved from www.medicalnewstoday.com/articles/296579.php.
- Decker, M., Pearson, E., Ilangasekare, S., Clark, E., and Sherman, S. (2013). Violence against women in sex work and HIV risk implications differ qualitatively by perpetrator. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3852292>.
- Demographic Research and Development Foundation (DRDF) and University of the Philippines Population Institute (UPPI). (2014). *2013 Young Adult Fertility and Sexuality Study (YAFS4) Key Findings*. Quezon City: DRDF and UPPI. Retrieved from www.drdf.org.ph/yafs4/key_findings.
- Dolman, K. (2008, February 19). Selling sex to study. *The Times Online*. Retrieved from www.thetimes.co.uk/tto/education/article1802433.ece.
- Dworkin, A. (1997). *Intercourse*. New York: The Free Press.
- Farley M. (2004). Prostitution Is Sexual Violence. *Psychiatric Times*. Vol. XXI Issue 12.
- Farley et.al. (2003). *Prostitution and Trafficking in Nine Countries: An Update on Violence and Posttraumatic Stress Disorder*. Retrieved from www.prostitutionresearch.com/pdf/Prostitutionin9Countries.html.
- Farley M. & Baklan H. (2008). *Prostitution, Violence, and Posttraumatic Stress Disorder*. Retrieved from www.tandfonline.com/doi/abs/10.1300/J013v27n03_03.
- Gales, H. (2015). Understanding the Roots of Male Student Prostitution: A Multiple Case Study. *International Journal of Scientific & Engineering Research*, Volume 6, Issue 4.
- Gonzales-Fernando P. (2000). Pagkatao, Pagkababae, at Seksuwalidad (Self-Concept, Womanhood, and Sexuality): A Phenomenological Study of the Inner World of the Girl Child Prostitute. *Philippine Journal of Psychology*. Vol 33 No. 1 (2000):67-91.
- Haeger, H. & Deil-Amen, R. (2010). Female college students working in the sex industry: A hidden population. *NASPA Journal About Women in Higher Education*, 3(1), 1–24. doi:10.2202/1940- 7890.1039.
- Hammer, R. (2002). *Antifeminism and family terrorism: A critical feminist perspective*. Lanham, MD: Roman & Littlefield.

- Hodgeson, C. S., & Simon, J. M. (1995). Graduate student academic and psychological functioning. *Journal of College Student Development*, 36(3), 244–253.
- Hughe, R.J. & Gomez, C. (2001). Sex Trafficking of Women in the United States: Links Between International and Domestic Sex Industries. N. Amherst, MA: Coalition Against Trafficking in Women. Retrieved from www.catwininternational.org.
- Hull, Terence, Endang Sulistyaningsih, and Gavin W. Jones. (1997). *Pelacuran di Indonesia: Sejarah dan Perkembangannya*. Jakarta: Pustaka Sinar-Harapan and the Ford Foundation.
- Jeffreys, S. (2009). Prostitution, trafficking and feminism: An update on the debate. *Women's Studies International Forum*, 32, 316-320.
- Jenkins, JP. (2013). *Prostitution*. Retrieved from www.britannica.com/topic/prostitution.
- Jones, Gavin W. and Chris Manning (1992). "Labour Force and Employment During the 1980s." In *The Oil Boom and After: Indonesian Economic Policy and Performance in the Soeharto Era*. Ed. Anne Booth. Singapore: Oxford University Press.
- KAKE News (2012). *Detectives use social media to set up prostitution sting*. Retrieved from www.kake.com/home/headlines/3-Arrested-For-Prostitution-In-Reno-County.
- Kessler, Justine L. (2005). "The voices of sex workers (prostitutes?) and the dilemma of feminist discourse". *Graduate Theses and Dissertations*. Retrieved from www.scholarcommons.usf.edu/etd/722.
- Lerner, G. (1986). *The Creation of Patriarchy*. Oxford University Press.
- Lewis, J. (2018). What is Radical Feminism? Retrieved from www.thoughtco.com/what-is-radical-feminism-3528997.
- Leyson JF. (2001). *The Philippines*. The International Encyclopedia of Sexuality, Volume 4 (IES4).
- Lorber, J. (1997) [2004]. Night to his day. the social construction of gender. In L. Richardson, V. Taylor, & N. Whittier Eds. *Feminist Frontiers* (6th Ed.). pp. 33-49. New York: McGraw-Hill.
- Marquez, M. P. (2004, April 1-3). *The Family as Protective Factor Against Sexual Risk-Taking Behaviour Among Filipino Adolescents*. Paper prepared for presentation at the 2004 Annual Meeting of the Population Association of America, Boston, Massachusetts, U.S.A.

- McCann, T V & Clark, E (2003). Grounded theory in nursing research: Part 1- Methodology. *Nurse Researcher*. 11 (2), 7-18
- McCaskey, X. (2012). Social media new age prostitution. Retrieved November 13, 2018 from www.examiner.com/article/social-media-new-ageprostitution.
- McCaughey, M. (1997). Real knockouts: The physical feminism of women's self-defense. New York: New York University.
- Medina, B. (2001). *The Filipino Family*. Quezon City: University of the Philippines Press.
- Milne, J. (2006, October 8). Female students turn to prostitution to pay fees. *The Times Online*. Retrieved from www.timesonline.co.uk/to/life_and_style/education/students/article665019.ece.
- Moustakas, C. (1994). *Phenomenological Research Method*. Sage Publications.
- Nagle, J. (1997). *Whores and other feminists*. New York: Routledge.
- O'Connell Davidson, J. (1998). *Prostitution, power and freedom*. The University of Michigan Press.
- Overs, C. (2002). *Sex Workers: Part of the Solution. An analysis of HIV prevention programming to prevent HIV transmission during commercial sex in developing countries*. Retrieved from www.who.int/hiv/topics/vct/sw_toolkit/115solution.pdf.
- Patton, M. (2002). *How to Use Qualitative Methods in Evaluation*. Sage Publications, Inc.
- Philippine Daily Inquirer (2011). Prostitution: Students by day, sex workers by night. Retrieved from www.newsinfo.inquirer.net/96605/students-by-day-sex-workers-by-night#ixzz51o2lLtFy.
- Polit, DF & Hungler, BP (1991). *Nursing Research: Principles and Methods*. (4th ed.). Philadelphia: J.B. Lippincott Company.
- Pope, M. (2012). *Prostitution ring recruited women at school, on social media*. Retrieved from [www.wamu.org/news/morningedition/12/04/27/prostitution ring re-cruited women at school on social media](http://www.wamu.org/news/morningedition/12/04/27/prostitution_ring_re-cruited_women_at_school_on_social_media).
- Raymond, J.G., Hughes, D.M., & Gomez, C.J. (2001). *Sex Trafficking of Women in the United States: International and Domestic Trends*. Retrieved from www.researchgate.net/publication/279716838_Prostitution_and_Trafficking_in_9_Countries_Update_on_Violence_and_Posttraumatic_Stress_Disorder [accessed Jan 19 2018].

- Republic Act No. 11036. Retrieved from www.officialgazette.gov.ph/2018/06/20/republic-act-no-11036/
- Ritzer, G. and Goodman, D. (2004). *Sociological Theory*. (6th ed.). McGraw Hill: New York.
- Roberts R., Bergström S. & La Rooy D. (2007). *Sex Work and Students: An Exploratory Study*. Retrieved from www.citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.688.7796&rep=rep1&type=.
- Ross, C.A., Farley, M. & Schwartz, H.L. (2003). *Dissociation Among Women in Prostitution*. In Farley, M. (ed.) *Prostitution, Trafficking, & Traumatic Stress*. Binghamton, NY: The Haworth Press, Inc.
- RTI/STI prevalence in selected sites in the Philippines. (2002). Department of Health and Family Health International.
- Santrock, J. W. (2001). *Adolescence*. (8th Ed). New York: The McGraw-Hill Companies, Inc.
- Surrat, H. (2005). The Connections of Mental Health Problems, Violent Life Experiences, and the Social Milieu of the 'Stroll' with the HIV Risk Behaviors of Female Street Sex Workers. *Journal of Psychology & Human Sexuality*.
- Suter, W. (2006). *Introduction to Educational Research: A Critical Thinking Approach*. SAGE Publication.
- Tong, R.M. (1998). Postmodern feminism. In *Feminist thought* (2nd ed.). Boulder: Westview Press.
- UNAIDS HIV/AIDS, Gender, and Sex Work Resource Packet. (2005). Retrieved from www.unaids.org/sites/default/files/sub_landing/files/JC2306_UNAIDS-guidance-note-HIV-sex-work_en.
- UNFPA, UNDP and the Asia-Pacific Network of Sex Workers. (2015). *The Right(s) Evidence: Sex Work, Violence and HIV in Asia – A Multi-Country Qualitative Study*. Retrieved from https://asiapacific.unfpa.org/sites/default/.../Rights-Evidence-Report-2015-final_0.
- Vanguard News. (2012). *How ex-General's daughter, Cynthia, was killed by facebook 'friends'*. Retrieved from www.vanguardngr.com/2012/08/how-ex-generals-daughter-cynthia-was-killed-by-facebook-friends/.
- Weitzer R. (2000). *Sex for sale: Prostitution, pornography, and the sex industry*. Routledge; New York, NY.

World Health Organization (2014). *Mental health: a state of well-being*. Retrieved from www.who.int/features/factfiles/mental_health/en/.

“Appendix A”

Informed Consent Form

PAGPAYAG SA PAKIKILAHOK SA ISANG PAG-AARAL TUNGKOL SA KARANASAN NG STUDENT SEX WORKERS

PANIMULA: Ikaw ay inaanyayahang makilahok sa isang pag-aaral na tumatalakay sa iyong karanasan sa iyong trabaho. Ang desisyong makilahok ay nasasa-iyong. Kung mamarapatin mong makilahok, ang iyong lagda ay hinihiling na ilagay sa huling bahagi ng dokumentong ito.

PLANO NG PAG-AARAL: Sa pag-aaral na ito, magkakaroon ng pakikipanayam sa mga “student sex workers”. Ang pakikipanayam ay tatagal ng higit kumulang na 3 oras at ito ay gagawin sa community center ng Diocesan Shrine and Cathedral-Parish of St. Joseph, Balanga City, Bataan. Sa panayam na gagawin, maaring maitanong sa iyo ang ilang mga bagay-bagay tungkol sa iyong trabaho. Kung sakaling makadama ka ng kalungkutan at pagkabagabag, o gusto mo pang pag-usapan ang mga nailahad na sa panayam, ang tagapanayam ay boluntaryong makikinig sa iyo.

POSIBLENG BENEPISYO SA IYO. Ang pag-aaral na ito ay isang paraan na magkaroon ka ng pagkakataon na maibahagi ang mga bagay-bagay at “issues” ukol sa iyong trabaho. Wala itong direktang benepisyo sa iyo ngunit ang iyong maibabahagi ay makakatulong ng malaki sa pagkakaroon ng malalim na pang-unawa ukol sa konsepto ng “student sex work” sa bansa.

POSIBLENG “RISK” SA PAKIKILAHOK. Maari kang maging hindi komportable o makadama ka ng kalungkutan sa iyong paglalahad ng mga karanasan. Subalit sa ganitong paraan ay matutuklasan mo na mainam ang paglalahad ng mga saloobin dahil ito ay makakaluwag ng iyong dinadalang mga suliranin. Ang

pakikilahok na ito ay hindi itinuturing na “counseling” o anu mang uri ng “therapeutic” na serbisyo.

PANANATILING “CONFIDENTIAL” NG DATOS: Anu mang sagot mo sa panayam ay mananatiling “confidential” at hindi mailalabas ang iyong pagkakakilanlan. Walang pangalan o anu mang datos ukol sa iyong personal na buhay ang ilalathala sa ulat ng pag-aaral na ito. Lahat ng panayam ay naka “record” gamit ang audio tape recorder at isusulat kung ano ang iyong nasabi.

ANG IYONG KARAPATAN SA PAKIKILAHOK. Ang pakikilahok sa pag-aaral na ito ay boluntaryo lamang. May karapatan kang magsabi ng iyong pagtigil. Hindi mo kailangang sagutin ang anu mang katanungan kung sa palagay mo ito ay makakapaglagay sa iyo sa isang alanganing sitwasyon o magkakaroon ng pagtatangka o “risk” sa buhay mo. Kung may desisyon ka na umalis sa pag-aaral na ito, sabihin mo lang na hindi mo gustong makilahok.

PAGLALAHAD NG TAONG GUMAWA NG PANAYAM:

Naipaliwanag ko ang proseso, ang posibleng benepisyo at “risk” ng pag-aaral na ito at nasagot ang anu mang katanungan ng nakilahok.

LAGDA: _____ **PETSA:** _____

PAGPAYAG NG NAKILAHOK:

Nabasa at naunawaan ko ang mga nakasaad sa dokumentong ito o ito ay binasa sa akin ng gumawa ng panayam. Lahat ng aking mga tanong ay nasagot ng maayos. Ako ay boluntaryong sumasang-ayon sa pakikilahok sa pag-aaral na ito.

LAGDA: _____ **PETSA:** _____

“Appendix B”
Interview Protocol

1. Could you tell me stories/events about how you started in this work?
(Pwede mo ba ako kwentuhan kung paano ka nag-umpisa sa trabahong ito?)
2. What are your reasons for staying in your work?
(Anu-anong mga dahilan kung bakit nananatili ka sa iyong trabaho?)
3. How important is this work to you?
(Gaano kaimportante sa 'yo ang trabahong ito?)
4. As a student, are there things that you did in order to adjust to your work?
(Bilang isang estudyante, may mga bagay ka bang ginawa para makapag-adjust ka sa iyong trabaho?)
5. How do you understand your work?
(Ano ang iyong pagkakaunawa sa iyong trabaho?)
6. How do you interpret your experiences in your work?
(Paano mo binibigyang pakahulugan ang iyong mga karanasan sa iyong trabaho?)
7. How did these experiences change you as a person?
(Paano ka binago ng mga pangyayaring ito?)
8. Are there instances when you become bothered because of your work?
(May mga pagkakataon ba na nababahala ka dahil sa iyong trabaho?) If yes: (Kung oo:)
 - a. What thought/s came into your mind? *(Ano ang pumasok sa iyong isipan?)*
 - b. What emotion/s did you experience? *(Ano ang iyong naramdaman?)*

9. Do you have other goals and dreams in life?

(May mga pangarap ka ba o iba pang gustong marating sa iyong buhay?)

a. Tell me about your dreams and aspirations in life.

(Kwentuhan mo ako tungkol sa mga pangarap at layunin mo sa buhay.)

b. Do you still dream of becoming someone else? *(Nangangarap ka bang maging ibang tao?)* If yes, could you tell me about such kind of a person you dream of becoming?

(Kung oo, maari mo bang ikwento sa akin kung anong tipo ng tao ang pinapangarap mong maging?)

10. If you look at your life experiences, would you go through the same life all over again?

(Kung titingnan mo ang iyong mga naging karanasan sa buhay, masasabi mo bang parehong buhay pa rin ang gusto mong isabuhay ulit?)

“Appendix C”
Validation Instrument



PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
 Taft Avenue, Manila

Date

PERLA G. ESTRELLA, PhD, RPsy, RGC
 OSAS Chairperson
 Bataan Peninsula State University- Dinalupihan Campus
 Dinalupihan, Bataan

Dear Dr. Estrella:

Peace and all good!

I am a doctoral student of Philippine Normal University, Taft Avenue, Manila and at present, I am having my dissertation writing, the last requirement for the degree PhD in Guidance and Counseling. My study is entitled ***Lived Experiences of Student Sex Workers: Implications to Mental Health.***

In view of this, may I request your assistance as a Registered Psychologist / Registered Guidance Counselor to validate the unstructured questionnaire for the participants who are student sex workers in Balanga City. Your expertise in this undertaking is essential in finalizing the set of questions for the said research.

Thank you very much.

Very truly yours,

Noted:

ROCHELLE G. TIONGSON
 PhD student

EDNA LUZ R. ABULON
 Adviser

PART 1:**SOCIO-DEMOGRAPHIC PROFILE**

Direction: Kindly fill-in the necessary data. Place your responses on the spaces provided. Rest assured that all information provided will be taken with utmost confidentiality.

Name (Optional):		Course & Year Level:
Age:	Birth Order:	Number of Siblings:
Address:		Religion:
Classification of the Address: () Rural () Urban		
Type of Residence: () Own house () Rented () Relative's House		
Status of Parents: () Living together () Separated		

_____ Acceptable _____ Not Acceptable _____ For Revision

Suggestions:

PART II:**UNSTRUCTURED INTERVIEW**

Questions	Acceptable	Not Acceptable	For Revision	Suggestion/s
1. Could you tell me stories/events about how you have ended up to this kind of work? (<i>Maaari mo ba ako kwentuhan kung paano ka napasok sa ganitong uri ng trabaho?</i>)				
2. How important is this work to you? (<i>Gaano kahalaga sa 'yo ang trabahong ito?</i>)				
3. What keeps you in staying in this kind of work? (<i>Anu-ano yung mga bagay na</i>				

<i>naging dahilan kung bakit nananatili ka sa ganitong uri ng trabaho?)</i>				
4. As a student, what are the things you did in order to adjust in your work? <i>(Bilang isang estudyante, anu-ano ang mga bagay na ginawa mo para makapag-adjust ka sa iyong trabaho?)</i>				
5. How do you understand your work? <i>(Ano ang iyong pagkakaunawa sa iyong trabaho?)</i>				
6. How do you interpret your experiences in your work? <i>(Paano mo binibigyang pakahulugan ang iyong mga karanasan sa iyong trabaho?)</i>				
7. How did these experiences change you as a person? <i>(Paano ka binago ng mga pangyayaring ito?)</i>				
8. Are there instances wherein you become bothered because of the nature of your work? <i>(May mga pagkakataon ba na nababahala ka dahil sa uri ng iyong trabaho?)</i> If yes: <i>(Kung oo:)</i>				
a. What thought/s came into your mind? <i>(Ano ang pumasok sa iyong isipan?)</i>				
b. What emotion/s did you experience? <i>(Ano ang iyong naramdaman?)</i>				
9. Do you have other hopes and dreams in life? <i>(May mga pangarap ka ba o iba</i>				

<i>pang gustong marating sa iyong buhay?)</i>				
a. Tell me about your dreams and aspirations in life. (<i>Kwentuhan mo ako tungkol sa mga pangarap at layunin mo sa buhay.</i>)				
b. Do you still dream of being someone else? (<i>Nangangarap ka bang maging ibang tao?</i>) If yes, could you tell me about such kind of a person you dream of becoming? (<i>Kung oo, maari mo bang ikwento sa akin kung anong tipo ng tao ang pinapangarap mong maging?</i>)				
10. If you look at your life experiences, would you go through the same life all over again? (<i>Kung babalikan mo ang iyong mga karanasan sa buhay, masasabi mo bang parehong buhay pa rin ang nais mo?</i>)				

Evaluator:

PERLA G. ESTRELLA, PhD, RPsy, RGC

License Number: _____

Designation: _____

Institution: _____

Address: _____

Date Accomplished: _____

“Appendix D”
Confidentiality Statement

**LIVED EXPERIENCES OF STUDENT SEX WORKERS:
 IMPLICATIONS TO COUSELING IN HIGHER EDUCATION INSTITUTIONS**

CONFIDENTIALITY STATEMENT

Persons assisting the researcher should complete this document.

Due to the sensitive nature of this study, the researcher also must sign this form.

As a peer/auditor working on the above research study at the Philippine Normal University, I understand that I must maintain the confidentiality of all information concerning the research participants. This information includes, but is not limited to, all identifying information and research data of the participants and all information accruing from any direct or indirect contact I may have with said participants. In order to maintain confidentiality, I hereby agree to refrain from discussing or disclosing any information regarding the research participants to any individual who is not part of the above research study.

_____	_____	_____
Peer/Auditor Signature	Printed Name	Date
_____	_____	_____
Researcher Signature	Printed Name	Date

“Appendix E”

“Maskara at Letra, Gabay kay Magdalena: Enhancing Self-Concept”

This module is designed to help the female student sex workers achieve congruence between their self-image and ideal self. The module made use the counseling strategy **Relabeling** where the female student is encouraged to talk about herself as a strong and healthy woman then being weak or inadequate because of her choice of work. **Power Analysis** as a strategy is also utilized which aim at helping the female student learn to appreciate herself as she is, regain her self-confidence based on the personality attributes she possesses, and set goals that will be fulfilling to her and do not depend on others for her own happiness.

Objectives:

1. To know the present level of the self-concept of the female student sex workers
2. To express their self-image and ideal self
3. To know how their self-image affects their ideal self and vice versa
4. To develop skills for nurturing oneself through acceptance of one's self-image
5. To increase knowledge and develop positive attitude on how they can use their good characteristics in both their self-image and ideal self for improving their character and achieving personal growth

I. Activity

“Maskara at Letra, Gabay kay Magdalena: Enhancing Self-Concept”

1. Needed Materials

- Masks
- Coloring Materials
- Glitters, stickers feathers and other decorations

2. Procedure:

- a. The participant will be asked to sit comfortably.
- b. A breathing exercise will be done to set the mood of the female student sex worker for the activity.
- c. A blank mask will be given to the female student.
- d. After which, the participant will be asked to create a mask with two different parts – one which shows her self-image or how she sees herself and her ideal self - the one she wishes she could be.

II. Analysis

Process Questions:

- a. What were your thoughts while doing the activity?
- b. What were your thoughts after doing the activity?
- c. Did the activity make you uncomfortable in any way? Why? Why not?
- d. Did you have a hard time distinguishing between your self-image and ideal self?
- e. Does the self-image mirror the ideal self? Are they the same or are they different? What makes you say so?
- f. What things about yourself did the mask evoke in you?
- g. What personal message does the mask you created impart to you as a female student sex worker?

III. Abstraction

The counselor will help the participant to summarize her insights and the lessons she'd learned as a female student sex worker in connection with the activity of finding

congruence between self-image and ideal self using the relabeling and power analysis counseling strategies.

IV. Application

- Letter Writing

The participant will be asked to write and do the activity **“A Dedication Letter to Myself”** in order to affirm the good qualities of her self-image and ideal self in the hope that she can appreciate herself more and use those good qualities in improving her character and achieve personal growth.

“Appendix F”

“Shoot for the North Stars: Improving One’s Self-Esteem”

This counseling module is designed to help the female student sex workers to improve their self-esteem by identifying their personal goals/targets that are important in their lives and their corresponding personal strengths that would help them achieve their goals. It made use of different counseling strategies: Setting and Managing Goals, Cognitive Restructuring, and Empowerment. **Setting and Managing Goals** as a counseling strategy aimed to help the female students to identify what they want to accomplish in the future to give their lives purpose and direction, as well as motivate healthy behaviors focused on improving their lives. In **Cognitive Restructuring**, female students will be aided in recognizing unhelpful thinking patterns, and replacing them with more effective thinking patterns. Cognitive restructuring for low self-esteem will focus on identifying negative thoughts about oneself, and identifying distorted thinking, such as labeling oneself as a failure due to one skill deficit or a negative event. By modifying the female students’ thoughts, they may be able to improve their moods and make better choices with regard to behaviors. **Empowerment** will help the the female students recognize, claim, and embrace their personal power that will aid them to trust their own experiences to achieve their dreams

Objectives:

1. To help the participants identify their personal goals/targets

2. To empower the individuals to recognize their strengths that would assist them achieve their personal goals/ targets
3. To help the participants realize their personal traits and characteristics that would improve their self-esteem

I. Activity

“Shoot for the North Stars: Improving One’s Self-Esteem”

1. Needed Materials

- Shoot for the North Stars Worksheet
- Colored ink pens and pencils
- Emotion stickers
- Multi-colored stars stickers

2. Procedure:

- a. The participant will be asked to sit comfortably.
- b. A breathing exercise will be done to set the mood of the female student sex worker for the activity.
- c. The participant is provided with a Shoot for the North Stars Worksheet.
- d. The female student is asked to think about her future. She is asked to fast forward her life to 10 years from now and think about what she would be doing and where she would be; these can include work, family, finances, cars, dream house, and even travel destinations. The participant is encouraged to write her thoughts in each star, to be creative, to draw pictures or to use words, and to use colors and any stickers provided.
- f. The participant is instructed to write her personal traits or characteristic that would help her achieve her goal at the bottom of each future goal.

II. Analysis

Process Questions:

- a. What were your thoughts while doing the activity?
- b. What were your thoughts after doing the activity?
- c. Did the activity make you uncomfortable in any way? Why? Why not?
- d. Did you have a hard time thinking about the personal goal/targets that you want to achieve in the future? Why? Why not?
- e. Did you have a hard time thinking about your personal traits or characteristics that would help you achieve your goal/s? Why? Why not?
- f. What do you think is the personal message of this activity for you as a female sex worker?

III. Abstraction

The counselor will help the participant summarize her insights about her personal traits or characteristics through the counseling strategy Setting and Managing Goals that would help her achieve her personal goal/s. Cognitive reconstructing and Empowerment will be also utilized to achieve improvement in her self-esteem.

IV. Application

- Self-Esteem Collage

The participant will be asked to make a self-esteem collage to inspire and encourage her to view herself as motivated determined young woman and identify those things that motivate her as well.

“Shoot for the North Stars”



“Appendix G”

“Positive Past Experiences: Mirror of My Resiliency”

This counseling module is designed to help the female student sex workers to strengthen their resiliency by identifying their personal strengths and reminding themselves of their positive qualities that could help them get through their present problem. Counseling technique **Assertiveness Training** will be utilized in teaching and promoting assertive behavior based from their positive past experiences where female student sex workers will become aware of their interpersonal rights, transcend stereotypical gender roles, change negative beliefs, and implement changes in their daily lives. This counseling strategy will help them evaluate and anticipate the consequences of behaving assertively, which might range from criticism to actually getting what they want.

Objectives:

1. To increase the knowledge of the participants on how their positive past experiences could strengthen their resiliency
2. To help the participants to make peace with themselves and remind themselves of their potentials to be good individuals
3. To empower the individuals to recognize their strengths that would assist them in solving their present problems

II. Activity

“Positive Past Experiences: Mirror of My Resiliency”

1. Needed Materials

- Sheet of Paper
- Positive Past Experiences Worksheet
- Ballpoint pen / Pencil

2. Procedure:

- a. The participant will be asked to sit comfortably.
- b. A breathing exercise will be done to set the mood of the female student sex worker for the activity.
- c. The participant is given a sheet of paper and then asked to write her present situation that is causing her problems. Then the paper is collected and set aside.
- d. After which, the participant is instructed to answer the Positive Past Experiences Worksheet.

III. Analysis

Process Questions:

- a. What were your thoughts while doing the activity?
- b. What were your thoughts after doing the activity?
- c. Did the activity make you uncomfortable in any way? Why? Why not?
- d. Did you have a hard time thinking about the positive experiences when you've shown bravery? compassion? honesty? love? sacrifice? commitment? perseverance? determination? optimism?
- e. What characteristic did you discover in yourself after identifying your positive experiences?
- e. Considering your personal strengths shown during your positive past experiences, how do you think could these strengths help you in solving the problem you've written in the paper a while ago?
- f. What do you think is the personal message of this activity for you as a female student sex worker?

III. Abstraction

Through Assertiveness Training, the counselor will help the participant summarize her insights about herself from the identified positive character strengths that she'd shown in her past experiences that could help strengthen her resiliency.

IV. Application

- Creative Writing

The participant will be asked to make a quotation, poem or letter that would describe her positive character that affirms her resiliency.

“Positive Past Experiences Worksheet”

Write briefly about a situation in your life when you demonstrated
the following qualities:

Bravery

Compassion

Honesty

Love

Sacrifice

Commitment

Perseverance

Determination

Optimism

“Appendix H”

“Balancing Inner and Outer Self: Conquering One’s Ambivalence”

This counseling module is designed to help the female student sex workers to resolve conflicts between their inner self and outer self that would help them conquer their ambivalent behaviors. **Reframing** as the counseling strategy to be used includes a shift from "blaming the victim" to a consideration of social factors in the environment that contribute to the female student’s problem of having conflicting inner self (values) and outer self (actions).

Objectives:

1. To help the participants identify their inner self (values) and outer self (action)
2. To assist the students resolve conflicts between their inner self and outer self
3. To empower the students in identifying the sources of conflicts in their lives and acquiring the the mechanism to solve them

III. Activity

“Balancing Inner and Outer Self: Conquering One’s Ambivalence”

1. Needed Materials

- Balancing Inner Self vs. Outer Self Worksheet
- Ballpoint pen or pencil

2. Procedure:

- a. The participant will be asked to sit comfortably.

- b. A breathing exercise will be done to set the mood of the female student sex worker for the activity
- c. The participant is provided with Balancing Inner Self vs. Outer Self Worksheet.
- d. The female student is asked to take a moment and list her core values. These might be things like believing in the value of honesty, integrity, friendship, helpfulness, etc.
- e. The female student is then instructed to make a list of activities that she does each day that are aligned with each value. Examples might include calling friends to see how they are doing or telling the truth even when it is difficult.
- f. Finally, look for values that have little actions each day to support them. This is where you will find the female student's conflicts. If she values friendship but spends most days by herself alone and doesn't mingle with her friends, that reflects a conflict between her values (inner self) and actions (outer self). The values that are least supported by actions are finally identified. It is in these values where the student has conflicts between her values (inner self) and actions (outer self).

IV. Analysis

Process Questions:

- a. What were your thoughts while doing the activity?
- b. What were your thoughts after doing the activity?
- c. Did the activity make you uncomfortable in any way? Why? Why not?
- d. Did you have a hard time thinking about your personal values? Why? Why not?
- e. Did you have difficulty identifying the activities that support your values? Why? Why not?
- f. What do you most want to pursue in life? Does this match what you are doing?
- g. Will you feel good about the choices you are making until at the end of your life?
- h. Does your current life require you to withhold deeply held values?

- i. What do you think are the social factors in your environment that contribute in having conflicts between your inner and outer selves?
- i. What changes will you need to make to align your inner and outer selves?
- j. What do you think is the personal message of this activity for you as a female sex worker?

III. Abstraction

Through Reframing as the counseling strategy, the counselor will help the participant summarize her insights about her inner self and outer self and how to balance these two in order to reconcile the problems that the female student is having.

IV. Application

A Lettercard from My Future Self

At the front of the lettercard, the participant will be asked to create an image that represents her values. She will be instructed to make a note at the back from her future self- giving herself advice, encouragement, describing what life is for her in the future, and the things she'd be doing in order to achieve her dreams and goals in life.

Balancing Inner Self vs. Outer Self Worksheet

[illegible]

CURRICULUM VITAE

ROCHELLE GERONIMO TIONGSON

151 J.P. Rizal St., Balut, Orani, Bataan

0928.453.9208 / 0997.279.1037

rochelletiongson@yahoo.com

SKILLS AND ABILITIES

- Strong background in rapport building, guidance, and counseling skills
- Able to communicate with students of any age group
- Ability to interact and collaborate with parents, community personnel and management regarding counseling needs and issues of students
- Excellent in coordination with team members to give better output
- Have very good interpersonal skills and interest in academic field

ELIGIBILITY

Registered Psychometrician

License Number: 0002303

Registered Guidance Counselor

License Number: 0002376

Licensed Professional Teacher

Licensed Number: 1071542

Civil Service Eligibility -PD 907

Certificate of Eligibility Number: 10130553

EDUCATIONAL ATTAINMENT

2015 –2019

Doctor of Philosophy in Guidance and Counseling
Philippine Normal University
Taft Avenue, City of Manila

2010 -2013

Master of Arts in Education Major in Guidance and Counseling
Bataan Peninsula State University – Graduate School
Balanga City, Bataan

- 2009 – 2010** Certificate in Teaching Program
Bataan Peninsula State University – Balanga Campus
Balanga City, Bataan
- 2001 – 2005** Bachelor of Science in Psychology
Pamantasan ng Lungsod ng Maynila
Gen. Luna St., Intramuros, Manila
Graduated Cum Laude
- 1997 – 2001** Jose Rizal Institute
Orani, Bataan
Graduated Valedictorian
- 1991 – 1997** Orani North Elementary School
Orani, Bataan
Graduated 1st Honorable Mention

WORKING EXPERIENCES

- June 1, 2017 – Present** **GUIDANCE COUNSELOR III**
Bataan Peninsula State University- Main
Balanga City, Bataan
- August 2016 - Present** **PART-TIME INSTRUCTOR**
Graduate School
Bataan Peninsula State University
Balanga City, Bataan
- May 2012 – May 2017** **GUIDANCE COUNSELOR III**
Bataan National High School
Balanga City, Bataan
- February 2010- May 2012** **GUIDANCE COUNSELOR**
St. Joseph's College of Balanga
Balanga City, Bataan
- June 2009 – May 2012** **PART-TIME PSYCHOLOGY INSTRUCTOR**
St. Joseph's College of Balanga
Balanga City, Bataan

April 2006 – August 2008

FINANCIAL EXECUTIVE

AXA Philippines
Makati City, Philippines

July – December 2005

PROJECT RECRUITMENT ASSISTANT

Petron Bataan Refinery
Lima, Bataan

RESEARCH WORKS

- Analysis of Marriage and Separation among Couples in Bataan: Basis for a Psycho-Educational Program
- Personality and Self-related Beliefs as Antecedents of Academic Resiliency among ESGP-PA Grantees

RESEARCH PRESENTATIONS

- BPSU 14th Agency In-House Review
Bataan Peninsula State University
Balanga City, Bataan
February 28, 2019
- First International Conference on Philippine and Asian Studies
Aklan State University
Kalibo, Aklan
May 3 – 4, 2017

RESEARCH/BOOK PUBLICATION

- **Personality and Self-related Beliefs as Antecedents of Academic Resiliency among ESGP-PA Grantees**
The Guidance Journal
Vol. XLV, No. 2 (2018); Pages 16 – 31

SEMINARS AND TRAININGS ATTENDED

September 20-22, 2018	55 th Psychological Association of the Philippines Annual Convention PICC, Pasay City
May 16 – 18, 2018	2018 International and 54th Annual PGCA National Conference The Elements @ Centris, EDSA corner Quezon Avenue, Quezon City
February 9, 2018	Leadership Seminar for Non-Teaching Personnel Plaza Hotel, Balanga City, Bataan
September 20-22, 2017	54 th Psychological Association of the Philippines Annual Convention SMX Convention Center, Bacolod City, Negros Occidental
May 17 – 19, 2017	53rd Philippine Guidance and Counseling Association Annual Convention SMX Convention, Mall of Asia, Pasay City
March 1-3, 2017	National Orientation-Training on the Drug Testing Program Angeles City, Pampanga
March 1-3, 2017	Seminar/Workshop on Authorized Specimen Collection for the Deped Drug Testing In Schools and In Workplaces Angeles City, Pampanga
December 28, 2016	Seminar Workshop on Anti-Violence against Women and Their Children (VAWC) Bataan National High School, Balanga City, Bataan
October 21, 2016	General Assembly / Capability Training For Guidance Counselors and Coordinators Association of Bataan The Plaza Hotel, Balanga City, Bataan
August 25-26, 2016	Seminar on the Conduct of Youth Development Sessions for Field Implementers Olongapo City, Zambales
May 18 – 20, 2016	52 nd Philippine Guidance and Counseling Association Annual Convention De La Salle University, Manila

November 28, 2015	Philippine Association for Child and Play Therapy's (PHILPLAY) "Clay Storytellers Workshop" Mirriam College, Quezon City
November 24- 25, 2015	Training of Trainors of "Huwag Maging SAD Para Laging Healthy and Happy" for Adolescent Health and Development Balanga Elementary School, Balanga City
October 21, 2015	General Assembly cum Capability Training for Guidance Counselors and Coordinators Association of Bataan Tomas del Rosario College, Balanga City
October 1, 2015	3 rd Regional Career Advocacy Congress Clarkfield, Pampanga
July 27, 2015	Career Advocacy Module Validation Teacher's Camp, Baguio City
July 25, 2015	Philippine Association for Child and Play Therapy's (PHILPLAY) "Honoring Our Stories Through the Therapeutic Process of Storytelling Workshop" Ateneo de Manila University, Quezon City
June 18-19, 2015	Edu-Child Parenting Seminar Bataan National High School, Balanga City
March 20-22, 2015	51 st Philippine Guidance and Counseling Association Annual Convention Far Eastern University, Manila
May 13 – 14, 2014	50 th Philippine Guidance and Counseling Association Annual Convention Sofitel Philippine Plaza, Manila
May 12, 2014	Philippine Guidance and Counseling Association Pre-Conference: 35 Techniques A Counselor Should Know Sofitel Philippine Plaza, Manila

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

- Philippine Guidance and Counseling Association (PGCA)
- Psychological Association of the Philippines (PAP)
- Guidance Coordinators and Counselors Association of Bataan (GCCAB)