

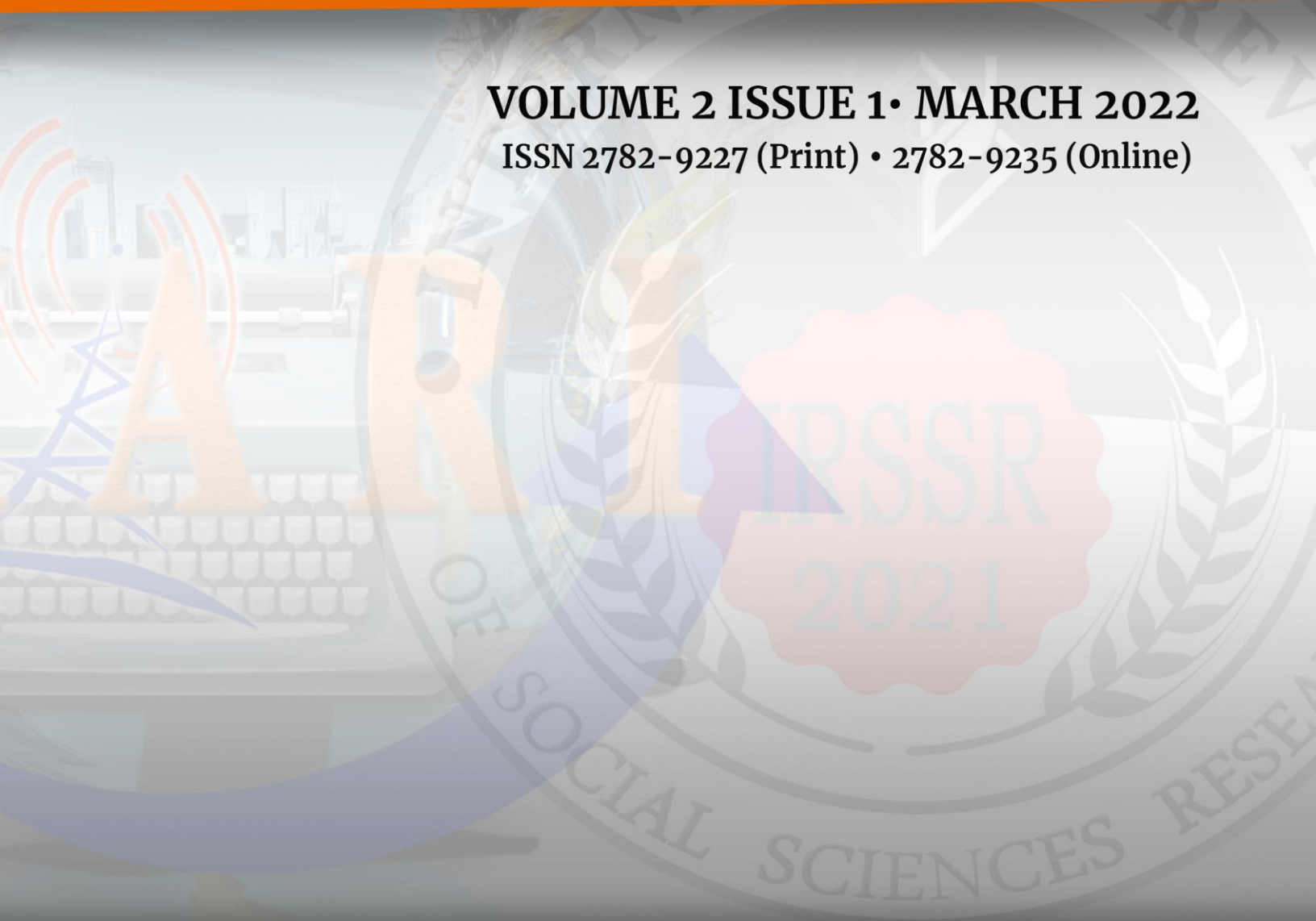


INTERNATIONAL REVIEW

OF SOCIAL SCIENCES RESEARCH

VOLUME 2 ISSUE 1 • MARCH 2022

ISSN 2782-9227 (Print) • 2782-9235 (Online)



Copyright ©2022

The author(s)




This journal contains open-access articles published under the Creative Commons Attribution (CC BY 4.0) license, which grants anyone to reproduce, redistribute and transform, commercially or non-commercially, with proper attribution. Read full license details here: <https://creativecommons.org/licenses/by/4.0/>.

For publication concerns, contact the publisher at irssr@iiari.org.

ISSN 2782-9227 (Print)
2782-9235 (Online)

Published by:

Institute of Industry and Academic Research Incorporated

 South Spring Village, Bukal Sur
Candelaria, Quezon, Philippines
Postal Code 4323

Contact Numbers: (042) 785-0694 • (+63) 916 387 3537

Visit the website <https://iiari.org>



INTERNATIONAL REVIEW OF SOCIAL SCIENCES RESEARCH

ISSN 2782-9227 (PRINT) 2782-9235 (ONLINE)

Volume 2 Issue 1 | March 2022

ISSN 2782-9227 (Print)

2782-9235 (Online)

This journal is published quarterly every March, June, September and December.

For more information, visit the website <https://iiari.org/journals/irssr>.

D I S C L A I M E R

Although the article follows rigorous process of evaluation and peer review, the authenticity of the data and information is the sole responsibility of the author. Furthermore, the standpoint and perspective of the authors as expressed in their research articles do not necessarily reflect that of the publisher, the journal and the editorial board.

Aims and Scope



International Review of Social Sciences Research (IRSSR) is an open access refereed journal focused on the various domains of social sciences. The diverse fields of knowledge under the umbrella of social sciences offer interesting areas suited for different methods of research. This allows researchers to apply multiple designs to describe, analyze and evaluate historical, current and futuristic situations or events. Moreover, there are multitude of areas such as social issues, current events, environment, humanities, history, and education, among others. This journal celebrates the broad spectrum of social sciences by providing a platform for the dissemination of the research outputs. It encourages intellectual discussions of topics that contribute to the various fields of knowledge.

The journal employs rigorous double-blind review to ensure quality publications. Authors receive formative feedback through feedforward communication approach. It is the prime objective of the reviewers to help authors improve the quality of the papers. As the journal promotes internationalization and collaboration, the multi-dimensional perspectives of the author and reviewers add high value to the research article. Moreover, the journal has solid support system for copyediting and formatting. The journal ensures that the research articles are within the standards of international publication.

The journal covers, but not limited to, the following:

- Law and Politics
- Philosophy and Religion
- Psychology
- Sociology
- Human development
- Geography and Anthropology
- Communication and Modern Languages
- Ancient and Modern Literature
- Arts and Art Appreciation
- Humanities and Human Behavior
- History and Historiography
- Environment development and sustainability
- Social issues and trends

Editorial Board

Dr. Anna C. Bocar

Gulf College, Oman

Editor-in-chief

Julio Ramillo A. Mercurio

Hermana Fausta Elementary School, Philippines

Managing Editor

Section Editors

Dr. Diobein C. Flores

*Santo Tomas College of Agriculture Sciences and Technology
Philippines*

Dr. Marzena Smol

Polish Academy of Sciences, Poland

Dr. Portia R. Marasigan

Laguna State Polytechnic University, Philippines

Editorial Board

Dr. Richard Ryan C. Villegas

National University, Manila, Philippines

Dr. Roldan C. Ragot

*Bangko Kabayan (A Development Bank)
Philippines*

Rev. Edgar Allan Dela Cruz Mendoza, PhD

*Pearl of the Orient International Auxiliary Chaplain
Values Educators Inc., Philippines*

Dr. Ma'rifah SH MH

*Sultan Adam College of Legal Studies
Indonesia*

Dr. Sumi V. S.

Maulana Azad National Urdu University, India

Dr. Ana Raissa Trinidad-Lagarto

University of Southeastern Philippines

Atty. Jose I. Dela Rama, Jr., D.C.L.

Tarlac State University School of Law, Philippines

Wai Wai Than

Sagaing University of Education, Myanmar

Jherwin P. Hermosa

Laguna State Polytechnic University, Philippines

EDITORIAL POLICIES

Statement of Open Access

The IIARI upholds and supports open access research publication that allows global sharing of scholarly information without restrictions. Through this platform, free access to shared information promotes knowledge and education. As such, this journal publishes open-access research articles that anyone can reproduce, redistribute and transform, commercial or non-commercially, with proper attribution. The articles' first publication in the journal should always be acknowledged.

Copyright

The open-access articles herein are published under the Creative Commons Attribution (CC BY 4.0) license, which grants anyone to reproduce, redistribute and transform, commercially or non-commercially, with proper attribution. Authors retain the copyright but grant the journal the right to the first publication. Authors can use any contents of the article provided there is proper acknowledgement. Reprint and reproduction of the article does not require prior permission. Read full license details here: <https://creativecommons.org/licenses/by/4.0/>.

Repository Policy

The authors are allowed to deposit their articles in institutional repositories, publish in institutional websites and upload in social networking sites with proper attribution and link to the article's DOI. This journal uses OJS/PKP submission that allows archive of pre-print. The post-print in PDF version is also deposited in Internet Archive for long-term preservation of the articles.

Authors' Warranties

Upon signing the copyright transfer form, authors ensure that:

- The article is an author's original work.
- It is not considered for publication nor any part previously published elsewhere.
- The author confirms, to the best of his knowledge, the authenticity and integrity of the data gathered.
- There is no fabrication, plagiarism, material misrepresentation, academic dishonesty, discriminatory and bigoted language contained in the article.
- The author obtains prior permission for the use of any previously published text or material owned by another person.

Peer Review

The journal recruits external experts in the field to assist the editor in the evaluation and selection of the papers. They are selected based on their qualification and specialization. All submitted papers duly accepted by the editor for suitability to journal scope or structural requirements are sent to the reviewers. The journal editorial staff reserve the right to choose the appropriate reviewer based on their knowledge of the topic. The journal adheres to the double blind peer-review process. Neither the author nor the reviewers know each other's identity. Invitations are sent to potential reviewers. Thereafter, the paper is sent only to those who agreed to accept the review invite. The editor makes the decision after the receipt of at least two reviews.

For other editorial policies and publication details, you can visit the following:

Editorial Policies: <https://iiari.org/journals/irsr/policies/>

Author Guidelines: <https://iiari.org/journals/irsr/guidelines/>

Editorial

The modern technology, battle for sickness, methods to calculate, and ways to communicate has advanced in a wonderful and admirable way. Without the internet, instantaneous global communication, and contemporary computing tools that allow people to evaluate the enormous data sets would be all challenging but becomes possible and easy in the new era. There are many social, political, and economic problems around the world that are now the most significant and urgent issues that need to be resolved. Social science offers actual evidence of the issues and invites individuals to suggest potential remedies. Social research can help to avoid conflict and assist in their resolution (HSE University, 2016).

Emerging cultures throughout the world are having issues interacting with the economic principles of western nations, including conflicts between equality and growth, conflicts between individual interests and institutional neutrality, and more. There are several parts of the relatively wide field of social research. There are two completely different tendencies that are currently dominating social science research. One, the demand for social science study into societal issues is growing more quickly. Social problems are taking on new dimensions. Second, social science research is not conducted at a sufficient scale to fulfill standards for quality and scope. Thus, it is anticipated that social sciences would be reoriented to better meet the needs of special interests (Adeppa, 2020). While many non-academics see social science as merely one of the many forms of information that may be applied to the day to day life, through social sciences, issues are clearly defined. Researchers prefer to consider social science as fundamental knowledge. Despite conventional academic publication rules, research findings need to be more broadly distributed so that there could be proper dissemination of the results of investigation.

Dr. Anna C. Bocar
Editor-in-Chief

References:

- Adeppa, D. (2020). Trends of Social Science Research in India. *Mukt Shabd Journal*. Volume IX, Issue VII.
- HSE University. (2016). Russia. Social Science Helps Solve Problems. <https://www.hse.ru/en/news/research/190957332.html#:~:text=Social%20science%20provides%20empirical%20data,ideas%2C%20some%20of%20which%20work.>

Table of Contents

| | Page |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <u>Poverty Profile and Health Dynamics of Indigenous People</u> <i>Emmanuel A. Onsay</i> | 1 |
| <u>Life's Journey of Trans-woman Students: A Phenomenological Study</u> <i>Ritchelle W. Origenes</i> | 28 |
| <u>Students' Exposure to Social Media and Their Radical Involvement on the Societal Issues in the Philippines</u> <i>Kenneth B. Ibardezoza, Louigie T. Badillo, Janna Mae H. Macatangay, Kharyl R. Dela Cruz & Myryl P. Malabanan</i> | 47 |
| <u>Modern-Day Heroes Amidst the Pandemic: Health Risk, Life Satisfaction and Death Anxiety of Front-liners</u> <i>Krista Kamil R. Zaracena & Livien U. Ciabal</i> | 61 |
| <u>Cultural Mapping of Ancestral Houses in Lucena City</u> <i>Arriane P. Rodriguez, King Elvan A. Abella & Arjun V. Adame</i> | 80 |
| <u>Violence against Women and their Children Incident Report: Data Exploration for VAWC Awareness</u> <i>Francis F. Balahadia, Zerah Jane M. Astoveza & Gelzen R. Jamolin</i> | 98 |

Poverty Profile and Health Dynamics of Indigenous People

Emmanuel A. Onsay

Abstract

This paper examines the critical aspect of health dynamics in the context of poverty and development of Indigenous people (Agta Isarog & Agta Tabangnon) in Mt. Isarog, Southern Luzon, the Philippines. The datasets were gathered from the Community-Based Monitoring System (CBMS) of Goa Municipality, complemented by IP Censuses of 2018-2019. The core poverty indicators were analyzed in aggregated and disaggregated approaches. The poverty of each locality differs yet a large portion of the entire households and population of indigenous people are living below the poverty and food thresholds. In addition, the poverty incidence, gap, and severity using headcount ratios, gap metrics, squared gap statistics, and Watts indices were evaluated. It has been revealed that the poverty of Indigenous people is moderate to intense and manageable through intervention programs and policy initiatives. It then subsequently characterized the variables of health dynamics which vary per locality, and have been impacting poverty across all barangays. To confirm whether health dynamics predict poverty occurrences, Logistic regression models were estimated in an individual and consolidated manner. Results confirm that health dynamics significantly predict poverty outcomes.

Keywords: *indigenous people, community-based monitoring system, health dynamics, poverty, economic development*

Received: August 31, 2021

Revised: February 9, 2022

Accepted: February 21, 2022

Suggested Citation: Onsay, E.A. (2022). Poverty Profile and Health Dynamics of Indigenous People. *International Review of Social Sciences Research*, Volume 2 Issue 1, pp. 1- 27. DOI: <https://doi.org/10.53378/352876>

About the author:

MAE Scholar, School of Economics, De La Salle University, Manila, the Philippines & Faculty of Accountancy and Economics, College of Business and Management & Partido Institute of Economics, Partido State University

** This paper is a finalist in the ILARI Research Competition (IRC) – 2021 Category 3 – Graduate*



1. Introduction

Deleterious impacts of poverty on people's health and development have been asserted through important empirical findings. Poverty, according to Aber et al. (1997), leads to higher infant and child mortality rates, a higher risk of injuries from accidents or physical abuse and neglect, a higher risk of asthma, and lower developmental scores in a variety of tests at different ages. As a result, children's health and development deteriorate. Haan et al. (1987) verified that lower socioeconomic statuses and higher mortality on health show significant associations. Moreover, developing countries have worse health outcomes than developed countries (Wagstaff, 2002). It confirms that poverty is positively linked to ill-health; poverty levels and income inequality have had a significant role in poor health.

Poverty is one of the oldest social problems that has ever occurred in history and continues to exist today. According to Haughton and Khandker (2009), it has a negative association with societal development and economic growth. It's essential to measure poverty since only the results of a poverty analysis can be used to design and implement developmental interventions. Health and nutrition, housing and households, water and sanitation, education, income and hunger, employment, and peace and order are all core indicators of poverty. The community-based monitoring system (CBMS) census was used to identify these indicators and collect data on them. The CBMS is a system of collecting and analyzing data at the local level. The CBMS' outputs are used in policymaking, local planning, service delivery, and impact evaluation (Reyes, 2014). This database offers crucial information about health dynamics and poverty issues.

Studies showed that poverty incidence is higher in indigenous people (Waxman, 2016; Gordon & White, 2014; Hall & Gandolfo, 2016; United Nations, 2020; International Labour Organization, 2020; Arriagada et al., 2020). For instance, Tindowen (2016) disclosed in a study of 25 families of Aetas in Northern Philippines that they have low access to technology and their socioeconomic characteristics differ from people living in rural and urban areas. As to livelihood, they rely on farming and agriculture yet some families are benefiting from government transfers that have already reached the society. Indigenous peoples are those who follow their traditions and have social, cultural, economic, and political traits that differ from the dominant societies in which they reside (Beteille, 1998). In Camarines Sur, indigenous people known as Agta Isarog and Agta Tabangnon have been living peacefully since the pre-colonial era. They are situated on the footstep to mountain ridges of Mt. Isarog, the largest mountain and widest forest in the Bicol Region.

Indigenous people have human rights and are entitled to freedom, property, improved socioeconomic conditions, and health welfare (UNHR, 2013).

Very little literature on health dynamics and how they affect poverty cases, economic progress, and sociological development have been documented. In 1996, Barro investigated the relationship between health and economic growth. Health has been modeled as a private good, a publicized private good, and a public good, all of which have contributed to economic growth. Similarly, Bloom et al. (2004) discovered that health had a direct and significant impact on economic growth as measured by aggregate output. According to Well's accounting and research, the impact of health on growth is enormous (2007). Considering the foregoing, it is logical to infer that poverty leads to ill health. Conversely, poor health contributes to poverty.

Using econometric analysis and CBMS data, this research investigates the relationship between health dynamics and poverty indicators of indigenous people. The driver factors are health dynamics, whereas the driven variables are poverty measurements. Specifically, it describes the general profile of localities involved, characterize the poverty cases and core poverty indicators, analyze the health dynamics through various parameters, examine the extent of poverty through health dynamics, and evaluate the impact of health dynamics on poverty cases.

2. Literature Review

2.1. Indigenous People in the Philippines

The National Commission on Indigenous Peoples (NCIP) AO No. 1, s. 1998 Rules and Regulations Implementing Republic Act No. 8371, often known as "The Indigenous Peoples' Rights Act of 1997," provides rights and safeguards to indigenous peoples in the Philippines. Indigenous peoples have rights to ancestral domains and ancestral lands, as well as self-governance and empowerment, social justice and human rights, and cultural integrity. As a result, native communities must be respected by society and protected by the state. Their poverty must be addressed and development promoted while their culture and customs are preserved. Furthermore, the Integrated History Act of 2019 (RA10908) mandates the inclusion of Indigenous Peoples in Relevant Higher Education Curricula, which was also prescribed by CHED CMO No.2, s. 2019. Throughout the Archipelago, Indigenous people are dispersed. In Southern Luzon, the Agta villages are predominantly found on the slopes of Mount Mount Isarog and Mt. Asog. Aetas of Mt. Isarog are called Agta Isarog or Agta Tabangnon, and Aetas of Mt. Asog are known as Agta

Cimmarons. Furthermore, in the mountain range that separates Camarines Sur and Camarines Norte, there are a variety of villages, mainly in Ragay. The Kabihug is the name given to the Agta in these locations.

Agta Tabangnons are dwelling along the slopes of Mt. Isarog. They are endemic to this area. However, while hunting for animals, members of both Agta villages in Mt. Isarog and Mt. Asog routinely travel between the aforementioned two mountains. In all likelihood, some of the Agta people from Mount Asog migrated to Mount Isarog and were assimilated into the community. The Agta-Tabangnon were the original residents of Mount Isarog's forest-edge settlements, mainly in the municipalities of Ocampo, Tigaon, Sagnay, and Goa. In 2019, there are 12 Agta Communities in the Municipality of Goa (NCIP, 2019, LGU Goa, 2021).

The overriding physical characteristics of Agta Tabangnon are short in stature, dark-skinned, with kinky hair, large noses, thick lips, and deep-set eyes. Inter-marriage with lowlanders and outsiders has resulted in changes to these characteristics (Gerona, 2010). A Tabangnon's cabin is composed of light materials (nipa, sawali, coconut leaves, abaca). A typical hut consists of four robust poles, secondary growth tree rafters, and a thatched roof. A section of the house is raised three feet from the ground, with a bamboo slatted floor that also serves as a sleeping and eating platform. The Agta's average home is modest and fleeting, much like their outlook on life. Balakbak, pineapple fibers, and balete tree bark make up the Agta's traditional clothing. The bahag and tapis were originally worn by Agta men and women. Women began concealing their breasts and wearing longer tapis after becoming Christians (Calleja, 1992; Gerona, 2005; Obias, 2009; Ragragio, 2012).

2.2. Economic Activity of Indigenous People in Southern Luzon

The Agta Tabangnons are engaged in various economic activities. Summer is when most hunting and agricultural operations are carried out. Fishing can be done at any time of day or night. Corn, coconut, banana, and upland rice are among the root crops grown by the Tabangnons. Major crops such as abaca, sugarcane, coconut, corn, vegetables, and fruit trees are concentrated in some areas of Mount Isarog. Land preparation, harvesting, abaca-stripping, and construction operations frequently employ men as laborers. Small-scale trading and food processing are carried out by women. A number of them work as farm workers or on haciendas and coconut plantations. The trapichi (sugar grinder), basisi (planting tool), and laya are examples of work instruments (fishing net). When the forest and wali-wali (hunting games) began to diminish, most Tabangnons moved

to upland farming. They have a lot of hunting experience. They hunt with a bow and arrow, a sumbling (harpoon), bitik or lit-ag (traps), and an ayam (dog). They are also engaged in weaving, pottery, and processing wild crops (Calleja, 1992; Gerona, 2005; Obias, 2009; Ragragio, 2012).

2.3. Poverty and Economic Development of Indigenous People

In the Philippines, no study has been conducted yet about the quantitative evaluation of poverty among indigenous communities. However, in developed countries such as Australia, an evaluation was made and it has been claimed that Indigenous people have significant constraints in selecting appropriate economic and commercial development options that will benefit their economic and human development within the community (Fuller et al., 2007). Another study focused on four countries: Bolivia, Guatemala, Mexico, and Peru, which account for 81% of the continent's indigenous population. The majority of indigenous people in Latin America live in extreme poverty (Psacharopoulos et al., 1994). Poverty among indigenous peoples varies greatly around the globe, so poverty reduction efforts must be tailored accordingly (Hall et al., 2012). According to a World Bank study, poverty may be reduced by focusing on human capital, particularly education, which promotes economic development. Policymakers can assist in increasing income, which will help to alleviate poverty (Griffiths, 2005; Davis, 2002).

2.4. Health Dynamics of Indigenous People

Indigenous people over the world are marginalized and discriminated and their health is consistently less than that of majority groups (Ijjasz-Vasquez et al., 2017; Lastra-Bravo, 2021; Minority Rights Group International, 2017). In Africa, poor health in the general population is well acknowledged, but Indigenous peoples' continually poorer health and social conditions are usually ignored (Willis et al., 2006). Around 400 million indigenous people across the globe are suffering from poor health status. Poverty, starvation, overcrowding, poor hygiene, environmental degradation, and frequent illnesses are all linked to poor health. This scenario is made worse by insufficient clinical care and health promotion, as well as poor disease prevention programs (Gracey et al., 2009).

Indigenous child mortality is linked to poor living circumstances, malnutrition, and lack of education (Wilk, et al., 2017). However, national interventions have only had a minor impact on mortality disparities (Heaton et al., 2007). Literacy, prenatal screening, hospital births, and economic development all played a role in determining child mortality and life expectancy (Li,

2008). Indigenous women in Mexico and Central America face a higher risk of pregnancy complications, such as maternal death, as a result of poverty and inequality (Schwartz, 2018). According to Cumming et al. (2014), access to safe drinking water and sanitation are key determinants of human health and well-being, and the international community has lately deemed their human rights. Poor health and lack of access to safe water and sanitation often lead to malnutrition. A low level of income has also been contributing to malnourished children (Ramirez et al., 2014; Dinachandra et al., 2015). In Indonesia, households without access to safe water and sanitation are more likely to suffer from diseases (Patunru, 2015). Moreover, housing characteristics have a significant relationship with health outcomes (Heywood, 2004; Rauh, 2008; Gibson, 2011).

3. Methodology

The study utilized mixed-method design using secondary data. The secondary data on individual and household levels of indigenous people were obtained from the CBMS of Goa, Camarines Sur. Furthermore, document review was steered to collect extensive data that might be used to compare study findings to existing assertions on a certain issue.

To establish the characteristics of variables that influence a household's income-based poverty status, this paper has adopted the model of Reyes et al. (2011) and Sobreviñas (2020). The dependent variable is the poverty status of households, while independent variables are the health indicators. Various control variables were also incorporated into the model.

$$Y = \alpha + X\beta + \mu$$

where:

$Y = \text{logit}(p) = \log [p / (1 - p)]$, p = probability of being poor of respondent households;

α = the intercept or individual effects of health dynamics, which is assumed to be constant;

X = vector of independent variables or characteristics of health dynamics;

β = vector of coefficients, intercepts, or effects of health characteristics on poverty status; and

μ = error term.

Logit Regression. It was employed to reveal the link of health dynamics on poverty cases. The Econometric Model was used for logit regression analysis. This is an econometric design concerned with establishing cause and effect between given variables.

Logit Model

$$POVOUTCOCC = \beta_0 + \beta_1 CDEATH5 + \beta_2 WDEATHPC + \beta_3 CMALNO5 + \beta_4 MSHDWELL + \beta_5 SQUATH + \beta_6 WATACCESS + \beta_7 STFACCESS + \beta_8 TNOHHM + \mu$$

Where:

POVOUTOCC = the Poverty Classification/Status/Occurrence/outcomes of indigenous people;

CDEATH5 = the Children under 5 who died;

WDEATHPC = the Women who died due to pregnancy related cases;

CMALNO5 = the Children aged 0-5 who are malnourished;

MSHDWELL = Dwellers in Makeshift housing;

SQUATH = Informal Settlers;

WATACCESS = the Access to Safe Water;

STFACCESS = the Access to sanitary toilet facilities;

TNOHHM = Total Number of Household Members;

β_1 = the coefficient for independent variables;

μ = Error Term.

Table 1

List of Variable Descriptions and Sources

Sources: CBMS Database 2018-2019

| | Variables | VAR | Description |
|-----------------------|---------------------------------------------------|------------------|--------------------------------------------------------------------------------------------------------------------------|
| Dependent Variables | Poverty Classification/Status/Occurrence/Outcomes | <i>POVOUTOCC</i> | 1 (Yes/Poor/HH Living below Poverty Threshold), 0 (No/Non-Poor/HH Not Living below Poverty Threshold) |
| Independent Variables | Child Mortality | <i>CDEATH5</i> | 1 (HH with Children under 5 who died), 0 (HH without Children under 5 who died) |
| | Maternal Mortality | <i>WDEATHPC</i> | 1 (HH with Women who died due to pregnancy related cases), 0 (HH without Women who died due to pregnancy related cases) |
| | Malnutrition of Children | <i>CMALNO5</i> | 1 (HH with children aged 0-5 who are malnourished), 0 (HH without children aged 0-5 who are malnourished) |
| | Type of Housing | <i>MSHDWELL</i> | 1 (HH who are living in Makeshift Housing), 0 (HH who are not living in Makeshift Housing) |
| | Type of Settlement | <i>SQUATH</i> | 1 (HH who are informal settlers), 0 (HH who are not living in Makeshift Housing) |

| | | | |
|-----------------------|---------------------------------------------------------------------|---------------------------|---------------------------------------------------------------------------------------------------|
| | Access to Safe Drinking Water | <i>WATACCESS</i> | 1 (HH without Access to Safe Drinking Water), 0 (HH with Access to Safe Drinking Water) |
| | Access to Sanitary Toilet Facility | <i>STFACCESS</i> | 1 (HH without Access to Sanitary Toilet Facility), 0 (HH with Access to Sanitary Toilet Facility) |
| | Total Number of Household Members | <i>TNOHHM</i> | The total number of members of Indigenous People Households |
| Interacting Variables | Type of Settlement and Total Number of Household Members | <i>SQUATH#TNOHHM</i> | Households who are informal settlers x Household Members |
| | Type of Housing and Child Mortality | <i>MSHDWELL#CDEATH5</i> | Households living in makeshift housing x Children under 5 years old who died |
| | Access to Safe Drinking Water and Child Mortality | <i>WATACCESS#CDEATH5</i> | Households without access to safe water x Children under 5 years old who died |
| | Access to Safe Drinking Water and Total Number of Household Members | <i>WATACCESS#TNOHHM</i> | Households without access to safe water x Household Members |
| | Access to Safe Drinking Water and Type of Settlement | <i>WATACCESS#SQUATH</i> | Households without access to safe water x Households who are informal settlers |
| | Access to Safe Drinking Water and Type of Housing | <i>WATACCESS#MSHDWELL</i> | Households without access to safe water x Households living in makeshift housing |
| | Access to Sanitary Toilet Facility and Type of Settlement | <i>STFACCESS#SQUATH</i> | Households without access to sanitary toilet facility x Households who are informal settlers |
| | Access to Sanitary Toilet Facility and Type of Housing | <i>STFACCESS#MSHDWELL</i> | Households without access to sanitary toilet facility x Households living in makeshift housing |
| | Children Malnutrition and Child Mortality | <i>CMALNO5#CDEATH5</i> | Malnourished children 0-5 years old x Children under 5 years old who died |

To evaluate the extent of poverty the following measures were utilized and generated:

A. *Headcount Ratio*

$$P_0 = \text{Headcount Ratio}$$

$$P_0 = \frac{1}{N} \sum_{i=1}^N (y_i < z)$$

$$P_0 = \frac{N_p}{N} \text{ Where, } N_p = \text{Number of poor; and } N = \text{Total Population (or sample)}$$

The headcount ratio (HCR) is the percentage of the population that falls below the poverty line. The i is an indicator function that returns 1 if the bracketed expression is true and 0 if it is not. So, if the household's income (y_i) is less than the poverty threshold (z), the i equals 1 and the household is considered poor. The headcount index's main strengths are its ease of construction

and comprehension. However, one of the drawbacks of the head count ratio is that it ignores the depth of poverty; as the poor get poorer, the headcount index stays the same (Haughton et. al., 2009).

B. Poverty Gap Metrics

P_1 = Poverty Gap Index

$$P_1 = \frac{1}{N} \sum_{i=1}^N \frac{G_i}{z} \text{ Where, } G_i = (z - x_1) \times I(y_i < z)$$

The poverty gap index is a metric for determining the intensity of poverty. It is defined as the population's average poverty gap expressed as a percentage of the poverty line and where the poor has none or 0 poverty gap. It calculates the degree of poverty by looking at how far the poor are from the poverty line on average. The closer the index is to 0, the lower the percentage of the population living in poverty, and the closer it is to 1, the higher the percentage of the population living in poverty (Haughton et al., 2009).

C. Poverty Severity

P_2 = Squared Poverty Gap Index

$$P_\alpha = \frac{1}{N} \sum_{i=1}^N \left(\frac{G_i}{z}\right)^\alpha, (\alpha \geq 0) \text{ Where}$$

α = sensitivity of index to poverty;

z = poverty line;

x_1 = value of expenditure (income) per capita for i th person's HH; and

$G_i = z - x_1$ (with $G_i = 0$ when $x_i > z$) = poverty gap for individual i .

The poverty gap index is connected to the squared poverty gap index, also known as the poverty severity index. It's calculated by taking the square of the poverty gap ratio and averaging it. The measure gives more weight to a poor person's observed income as it goes below the poverty line by squaring each poverty gap statistic. The squared poverty gap index is a type of weighted sum of poverty gaps in which the weight is proportional to the size of the gap. It also takes inequality among the poor (Foster et. al., 1984).

D. Watts Index

W = Watts Index

$$W = \frac{1}{N} \sum_{i=1}^N [\ln(z) - \ln(y_i)] = \left(\frac{1}{N}\right) \sum_{i=1}^q \ln\left(\frac{z}{y_i}\right) \text{ Where}$$

N individuals in the population are indexed in ascending order of income (or expenditure), and the sum is taken over q individuals whose income y_i falls below the poverty threshold z . The index is calculated by dividing the poverty line by income, taking logs, summing the poor, and then dividing by the total population. This is one of the first poverty measurements that is sensitive to distribution (Haughton et al., 2009).

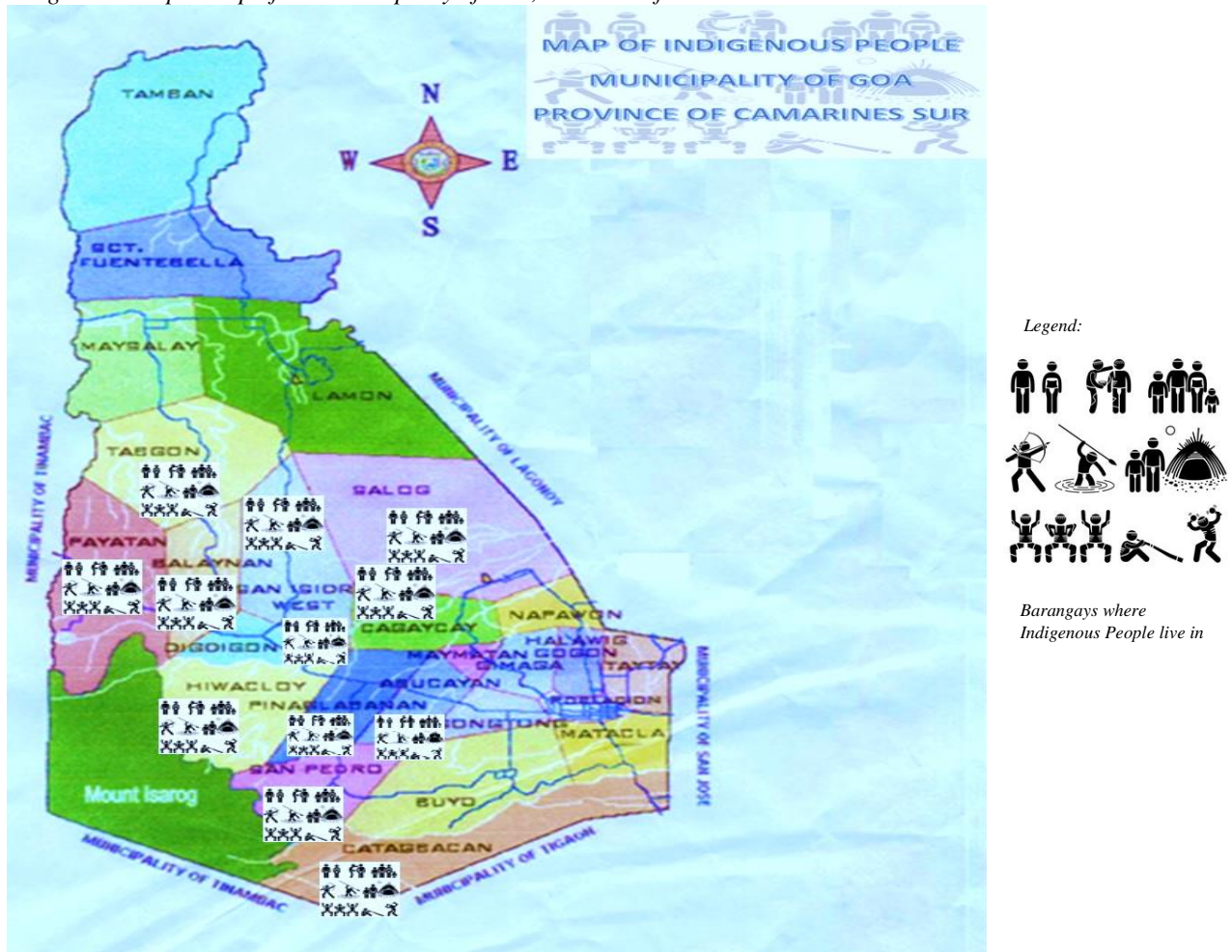
4. Results and Discussion

4.1. General Profile of Goa

The locale of the study was the Municipality of Goa, Camarines Sur, which is considered a second-class municipality in the province of Camarines Sur. In 2018, it has a population of 63,749 (CBMS, 2018) and in 2020, it has a population of 71,368 (PSA, 2020). Goa is surrounded by the municipalities of Tinambac, Lagonoy, Tigaon, and San Jose, and is 288.36 kilometers (179.18 miles) to the West-Northwest (N70°W) of Manila (PhilAtlas, 2021). According to PSA (2015), Goa has a total land area of 20,618 hectares or about 3.99 percent of the province's land area. The municipality has a good environment for agricultural and business activities, some of which are used for farming crops like corn, kalamansi, abaca, rice, coconut, and cassava. It has a Type II Climate characterized by dry and wet seasons. From October to December, tropical cyclones usually occur, increasing the rainfall in the area (DOST-PAGASA, 2020).

Goa is one of the six municipalities and a city that has territorial jurisdiction over Southern Luzon's highest forested peak, Mt. Isarog. These municipalities and city are Calabanga, Tinambac, Ocampo, Tigaon, Goa, Pili, and Naga City. Mt. Isarog is a stratovolcano and is 1,966 meters above sea level (DENR, 2020). In 2002, Proclamation No. 214 was signed by Pres. Arroyo declaring the Mt. Isarog Natural Park. Such area contains different endemic and endangered flora and fauna and is home to Indigenous People (or Aetas) of the Southern Luzon locally known as Agta Isarog, Agta Tabangnon, or Inagta Partido. Goa is consisting 34 barangays, 12 of which are being inhabited by Indigenous People. The Map of Goa (Figure 1) shows the 12 barangays within the footsteps of Mt. Isarog where culture and traditions are being maintained and nurtured.

Figure 1
Indigenous People Map of the Municipality of Goa, Province of Camarines Sur



(Courtesy of LGU Goa Base Map and Modified by E. Onsay, 2021)

Table 2 shows the total households and population of indigenous people relative to the total number of households and population of 12 localities of Mt. Isarog, Goa, Camarines Sur. This information was generated by manipulating the CBMS databases.

Table 2*Household and Population of Indigenous people in Goa, Camarines Sur (2018-2019)*

| Locality | Indigenous People HH | Total Number of HH | Distribution of IP HH | Indigenous People Population | Total Number of Population | Distribution of IP Population |
|-----------------|-----------------------------|---------------------------|------------------------------|-------------------------------------|-----------------------------------|--------------------------------------|
| Abucayan | 102 | 515 | 19.8058 | 426 | 2041 | 20.8721 |
| Balaynan | 130 | 307 | 42.3453 | 656 | 1417 | 46.2950 |
| Cagaycay | 16 | 510 | 3.1373 | 67 | 2324 | 2.8830 |
| Catagbacan | 123 | 842 | 14.6081 | 603 | 3833 | 15.7318 |
| Digdigon | 115 | 639 | 17.9969 | 557 | 2980 | 18.6913 |
| Hiwacloy | 101 | 453 | 22.2958 | 451 | 2037 | 22.1404 |
| Payatan | 295 | 436 | 67.6606 | 1503 | 2189 | 68.6615 |
| Pinaglabanan | 153 | 468 | 32.6923 | 741 | 2290 | 32.3581 |
| Salog | 106 | 441 | 24.0363 | 478 | 1859 | 25.7127 |
| San Isidro West | 114 | 581 | 19.6213 | 564 | 2405 | 23.4511 |
| San Pedro Aroro | 287 | 320 | 89.6875 | 1308 | 1414 | 92.5035 |
| Tabgon | 118 | 429 | 27.5058 | 668 | 2252 | 29.6625 |
| TOTAL | 1,660 | 5,941 | 27.9414 | 8,022 | 27,041 | 29.6661 |

The figures reveal that approximately 11.84% of the entire households in Goa, Camarines Sur account for Indigenous people, tantamount to 12.58% relative to the total population in the municipality. In reference to the total households of 12 localities where indigenous people are situated, 27.94% are attributed to Indigenous People with total members constituting 29.67% of the total population. Among the 12 barangays, the most populated localities of indigenous people are San Pedro Aroro, Payatan, and Balaynan with a total population distribution of 92.50%, 68.66%, and 46.30%, respectively. Out of 12 localities, the less populated of Indigenous People are Cagaycay, Catagbacan, and Digdigon with a total population distribution of 2.88%, 15.73%, and 18.69%, respectively.

4.2. Poverty Profile of Goa Municipality and Indigenous People Locality

The poverty in the Municipality of Goa and 12 localities was analyzed through the core poverty indicators based on the CBMS. The data were examined in a holistic approach and then disaggregated to determine each locality's poverty profile. In Goa, 63.70% of the total households are living below the poverty threshold and 55.80% of the total population are living below the food threshold. The mortality rate of children and pregnant women is low, while malnourishment of

children from 0-5 years old is not pervasive. Poverty is not also apparent in housing indicators as can be seen from table 3 where only 6.80% of the total households are informal settlers and only 2.70% of the total households are living in makeshift housing.

Table 3

Poverty Profile of Goa, Camarines Sur, Philippines (2018-2019)

| Poverty Indicators | | Household | | Population | |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------|------------|------------|
| | | Magnitude | Proportion | Magnitude | Proportion |
| Health and Nutrition | Children under 5 years old who died *Total HH with children under 5 years old=5,309 *Total population of children under 5 years old =7,378 | 34 | 0.60 | 34 | 0.50 |
| | Women who died due to pregnancy related causes | 0 | 0.00 | 0 | 0.00 |
| | Malnourished children 0-5 years old *Total number of children 0-5 years old=5,966 *Total population of children aged 0-5 years old=9,010 | 369 | 6.20 | 489 | 5.40 |
| Housing | Households living in makeshift housing | 384 | 2.70 | 1,723 | 2.70 |
| | Households who are informal settlers | 947 | 6.80 | 4,614 | 7.30 |
| Water and Sanitation | Households without access to safe water | 2,869 | 20.50 | 13,018 | 20.60 |
| | Households without access to sanitary toilet facility | 1,740 | 12.40 | 7,795 | 12.30 |
| Basic Education | Children aged 6-11 years old who are not attending elementary *Total # of HH with children aged 6-11=6,065 *Total population of children aged 6-11 years old=9,867 | 1,528 | 25.20 | 1,765 | 17.90 |
| | Children aged 12-15 years old who are not attending Junior High School *Total # of HH with children aged 12-15 years old=4,498 *Total population of children aged 12-15 years old=6,277 | 2,059 | 45.80 | 2,462 | 39.20 |
| | Children aged 16-17 years old not attending Senior High School *Total # of HH with children aged 16-17=2,523 *Total population of children aged 16-17=2,763 | 1,903 | 75.40 | 2,037 | 73.70 |
| Income and Livelihood | Households with income below poverty threshold | 8,930 | 63.70 | 43,268 | 68.50 |
| | Households with income below food threshold | 7,168 | 51.10 | 35,271 | 55.80 |
| | Households who experienced food shortage | 69 | 0.50 | 375 | 0.60 |
| | Unemployed members of the labor force *Total # of HH with members of the labor force=11,883 *Total population of members of the labor force=18,220 | 451 | 3.80 | 497 | 2.40 |
| Peace and Order | Victims of crime | 84 | 0.60 | 89 | .10 |

Total number of households= 14,021; Resident Population=63,168; Total population=63,749

Moreover, 1/5 of the entire population has no access to safe water and 3/25 of the entire population has no access to a sanitary toilet. Concerning basic education, poverty is evident due to the high proportion of out-of-school children ranging from 25%-75% of the total households with children aged 6-17 years old. Food shortage is not rampant and the unemployment rate is low. However, 84 households experienced crime. In the entirety, the core poverty indicators suggest that the incidence of poverty in the municipality of Goa is evident in income and livelihood, basic education, and water and sanitation.

Table 4

Aggregated Poverty Profile of Indigenous People in Goa, Camarines Sur, the Philippines (2018-2019)

| Poverty Indicators | | Household | | Population | |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------|------------|------------|
| | | Magnitude | Proportion | Magnitude | Proportion |
| Health and Nutrition | Children under 5 years old who died *Total HH with children under 5 years old=757 *Total population of children under 5 years old =1,066 | 11 | 1.45 | 11 | 1.03 |
| | Women who died due to pregnancy related causes | 0 | 0.00 | 0 | 0.00 |
| | Malnourished children 0-5 years old *Total number of children 0-5 years old=843 *Total population of children aged 0-5 years old=1,297 | 104 | 12.34 | 109 | 8.40 |
| Housing | Households living in makeshift housing | 80 | 4.82 | 381 | 4.75 |
| | Households who are informal settlers | 183 | 11.02 | 904 | 11.27 |
| Water and Sanitation | Households without access to safe water | 374 | 22.53 | 1,863 | 23.22 |
| | Households without access to sanitary toilet facility | 448 | 26.99 | 2,068 | 25.78 |
| Basic Education | Children aged 6-11 years old who are not attending elementary *Total # of HH with children aged 6-11=831 *Total population of children aged 6-11 years old=1,430 | 278 | 33.45 | 562 | 39.30 |
| | Children aged 12-15 years old who are not attending Junior High School *Total # of HH with children aged 12-15 years old=606 *Total population of children aged 12-15 years old=854 | 342 | 56.44 | 529 | 61.94 |
| | Children aged 16-17 years old not attending Senior High School *Total # of HH with children aged 16-17=331 *Total population of children aged 16-17=352 | 271 | 81.87 | 288 | 81.82 |
| Income and Livelihood | Households with income below poverty threshold | 1,428 | 86.02 | 7,223 | 90.04 |
| | Households with income below food threshold | 1,230 | 74.10 | 6,301 | 78.55 |
| | Households who experienced food shortage | 17 | 1.02 | 102 | 1.27 |
| | Unemployed members of the labor force *Total # of HH with members of the labor force=1,423 *Total population of members of the labor force=1,979 | 44 | 3.09 | 46 | 2.32 |
| Peace and Order | Victims of crime | 14 | 0.84 | 14 | 0.17 |

Total number of households = 1,660; Total Population = 8,022

According to CBMS and Indigenous People Censuses, there are 1,660 indigenous people households with a total population of 8,022 as shown in Table 4. Approximately 86.02% and 74.10% of the population live in poverty and lack access to food, respectively. Food scarcity and unemployment have been reported, albeit only on a minor scale. Throughout the census period, there were 14 counts of crimes committed against indigenous people. In terms of health and

nutrition, 1.45 percent of total households with children under 5 years old and 12.34% of all households with children aged 0-5 years old have died and are malnourished, respectively. Only 4.82% of total households and 11.02% of informal settlers live in makeshift housing and are informal settlers, respectively. According to the figures, only 22.53% and 26.99% of all households have access to safe drinking water and sanitary toilet facilities, respectively. In terms of education, evaluation results across barangays are generally consistent, indicating that as educational levels rise, most children in the community are not enrolled or have stopped enrolling in schools. Based on the findings, the information may deduce that income and livelihood, as well as Basic Education, are the primary causes of poverty among indigenous people in Goa's 12 localities. Moreover, Poverty has also been evident in health and nutrition, housing, and access to good water and sanitation, all of which have played a role in health dynamics.

4.3. Characterization of Health Dynamics

Health dynamics were characterized through child mortality, maternal mortality, children malnutrition, type of housing, type of settlement, access to safe water, and access to a sanitary toilet facility.

Table 5 shows that among the 12 barangays, San Isidro west has the greatest child mortality, followed by Pinaglabanan and Payatan. Furthermore, there have been no documented cases of child mortality in six barangays, indicating good health and nutrition. In the 34 barangays of Goa, no case of pregnancy-related mortality has been observed. When it comes to malnutrition, Payatan has the highest number of cases, followed by San Isidro West and San Pedro Aroro. In Abucayan and Catagbacan, however, no cases have been documented. Only a few indigenous people in Payatan and Hiwacloy live in temporary housing since their homes are sturdier. However, indigenous people in Tabgon and Catagbacan have a higher standing in terms of formal settlement than those in other barangays. Access to safe water is a major issue for indigenous people in Hiwacloy, although it is not a concern in San Pedro Aroro. The majority of Indigenous People in Salog and Pinaglabanan have access to sanitary toilet facilities, however, this is a serious issue in Hiwacloy and Catagbacan, where a large portion of the population does not. Moreover, the average household size is 5.

Table 5*Health Dynamics of Indigenous People Households in Goa, Camarines Sur, the Philippines (2018-2019)*

| Locality | Children under 5 years old who died | Women who died due to pregnancy related causes | Malnourished children 0-5 years old | Households living in makeshift housing | Households who are informal settlers | Households without access to safe water | Households without access to sanitary toilet facility |
|-----------------|-------------------------------------|------------------------------------------------|-------------------------------------|----------------------------------------|--------------------------------------|-----------------------------------------|-------------------------------------------------------|
| Abucayan | 0.00 | 0.00 | 0.00 | 2.94 | 7.84 | 44.12 | 25.49 |
| Balaynan | 1.61 | 0.00 | 8.33 | 2.31 | 10.77 | 30.77 | 21.54 |
| Cagaycay | 0.00 | 0.00 | 11.11 | 6.25 | 25.00 | 25.00 | 12.50 |
| Catagbacan | 0.00 | 0.00 | 0.00 | 4.07 | 2.44 | 27.64 | 43.90 |
| Digdigon | 1.92 | 0.00 | 5.45 | 5.22 | 4.35 | 20.00 | 39.13 |
| Hiwacloy | 0.00 | 0.00 | 6.25 | 1.98 | 9.90 | 63.37 | 67.33 |
| Payatan | 2.22 | 0.00 | 31.17 | 0.68 | 14.92 | 16.27 | 24.07 |
| Pinaglabanan | 2.70 | 0.00 | 3.80 | 1.96 | 48.37 | 24.84 | 7.84 |
| Salog | 0.00 | 0.00 | 10.26 | 1.87 | 5.66 | 3.77 | 7.55 |
| San Isidro West | 3.70 | 0.00 | 18.33 | 13.16 | 7.02 | 21.05 | 14.91 |
| San Pedro Aroro | 1.47 | 0.00 | 15.89 | 11.50 | 2.09 | 0.70 | 24.40 |
| Tabgon | 0.00 | 0.00 | 1.56 | 4.24 | 0.85 | 40.68 | 39.83 |
| TOTAL | 1.45 | 0 | 12.34 | 4.82 | 11.02 | 22.53 | 26.99 |

4.4. Extent of Poverty

Poverty is multidimensional and cannot be captured easily by a single indicator. Thus, various indices were generated to determine the incidence, gap, severity, and extent of poverty.

Table 6*Extent of Poverty of Indigenous People in Goa, Camarines Sur, the Philippines (2018-2019)*

| Locality | Headcount Ratio | Poverty Gap Index | Poverty Severity Index | Watts Index |
|-----------------|-----------------|-------------------|------------------------|---------------|
| Abucayan | 99.02 | 0.2228 | 0.0723 | 0.2724 |
| Balaynan | 83.55 | 0.2189 | 0.0716 | 0.2676 |
| Cagaycay | 81.25 | 0.1744 | 0.0545 | 0.2112 |
| Catagbacan | 78.05 | 0.1917 | 0.0615 | 0.2331 |
| Digdigon | 86.09 | 0.2096 | 0.0647 | 0.2533 |
| Hiwacloy | 81.19 | 0.1801 | 0.0584 | 0.1932 |
| Payatan | 96.61 | 0.2120 | 0.0687 | 0.2592 |
| Pinaglabanan | 96.73 | 0.2083 | 0.0675 | 0.2201 |
| Salog | 67.89 | 0.1503 | 0.0487 | 0.1837 |
| San Isidro West | 85.96 | 0.1896 | 0.0615 | 0.2317 |
| San Pedro Aroro | 74.22 | 0.1663 | 0.0540 | 0.2033 |
| Tabgon | 78.81 | 0.2025 | 0.0656 | 0.2475 |
| TOTAL | 86.02 | 0.1948 | 0.0837 | 0.2332 |

The headcount ratio was estimated as follows $P_0 = \frac{1}{N} \sum_{i=1}^N (y_i < z)$ $P_0 = \frac{N_P}{N}$ Where, $P_0 =$ Headcount Ratio, $N_P =$ Number of poor; and $N =$ Total Population (or sample). It is the percentage of the population that falls below the poverty line. Based on the computation as shown in table 6, data infer that all barangays where Indigenous people live in are poor based on total household count. Abucayan is the poorest locality which is being followed by Pinaglabanan and Payatan, while Salog and Catagbacan have the least number of poor households relative to the 12 barangays. However, one of the drawbacks of the head count ratio is that it ignores the depth of poverty; as the poor gets poorer, the headcount index stays the same. Thus, Poverty gap index was derived as follows $P_1 = \frac{1}{N} \sum_{i=1}^N \frac{G_i}{z}$ Where, $P_1 =$ Poverty Gap Index and $G_i = (z - x_1) \times I(y_i < z)$. The poverty gap index is a metric for determining how intense poverty is. It is defined as the population's average poverty gap expressed as a percentage of the poverty line. It calculates the degree of poverty by looking at how far the poor are from the poverty line on average. The indices are ranging from .15 to .22, the closer it is to 0, the lesser the population below the poverty line, but the closer it is to 1, the more of the population below the poverty line. An index of 0.15 is equivalent to 15% and .22 is equivalent to 22%, which is relatively closer to 0 than to 100%. Thus, poverty is moderate to intense among indigenous people. However, Abucayan has the highest poverty gap index being followed by Balaynan and Payatan. On the other hand, the Salog and San Pedro Aroro have the least poverty gap index which reflects better income relative to other barangays. To determine the severity of poverty, the poverty severity indices were calculated as follows $P_\alpha = \frac{1}{N} \sum_{i=1}^N \left(\frac{G_i}{z}\right)^\alpha$, ($\alpha \geq 0$) Where $P_2 =$ Squared Poverty Gap Index $\alpha =$ sensitivity of index to poverty; $z =$ poverty line; $x_1 =$ value of expenditure (income) per capita for i th person's HH; and $G_i = z - x_1$ (with $G_i = 0$ when $x_i > z$) = poverty gap for individual i . The poverty gap index is connected to the squared poverty gap index. It is calculated by taking the square of the poverty gap ratio and averaging it. The measure gives more weight to a poor person's observed income as it goes below the poverty line by squaring each poverty gap statistic. The squared poverty gap index is a type of weighted sum of poverty gaps in which the weight is proportional to the size of the gap. The poverty is more severe in Abucayan, Balaynan, Payatan, and Pinaglabanan. Yet, it is less severe in Salog, Hiwacloy, and San Pedro Aroro. Moreover, the Watts Indices were also estimated through the equation $W = \frac{1}{N} \sum_{i=1}^N [\ln(z) - \ln(y_i)] = \left(\frac{1}{N}\right) \sum_{i=1}^q \ln\left(\frac{z}{y_i}\right)$ Where $W =$ Watts Index; N individuals in the population are indexed

in ascending order of income (or expenditure), and the sum is taken over q individuals whose income (or expenditure) y_i falls below the poverty line z . The index is computed by dividing the poverty line by income, taking logs, and taking the sum over the poor, then dividing it by the entire population. The results show that poverty is extensive in Abucayan, Balaynan, Digidigon, Payatan, and Tabgon while less extensive in Salog, Hiwacloy, San Pedro Aroro, and Cagaycay.

4.5. Impact of Health Dynamics on Poverty

Table 7

Consolidated Results of Logistic Regression of Health Dynamics and Poverty Cases of Indigenous People in Goa, Camarines Sur, the Philippines (2018-2019)

| Locality | Poverty Class | Odds Ratio | Coefficient | Standard Error | z | p> z | [95% Conf. Interval] |
|----------------------------|------------------------------------------------------------------------------------------------|------------|-------------|----------------|---------|--------|----------------------|
| Abucayan | Malnourished children 0-5 years old | 2.0381 | 0.4285 | 0.9676 | 1.5000 | 0.1340 | 0.8038 5.1679 |
| Balaynan | Children under 5 years old who died | 0.9359 | -0.1282 | 1.0259 | -0.0600 | 0.9520 | 0.1092 8.0220 |
| Cagaycay | Women who died due to pregnancy related causes | 1.0000 | 0.0000 | | | | |
| Catagbacan | Households who are informal settlers | 1.6839 | 1.4063 | 0.4609 | 1.9000 | 0.0570 | 0.9847 2.8795 |
| Digidigon | Households living in makeshift housing | 0.9390 | 0.3991 | 0.3274 | -0.1800 | 0.8570 | 0.4741 1.8595 |
| Hiwacloy | Households without access to safe water | 1.7541 | 0.3200 | 0.3791 | 2.6000 | 0.0090 | 1.1485 2.6792 |
| Payatan | Households without access to sanitary toilet facility | 1.3992 | 0.4204 | 0.2629 | 1.7900 | 0.0740 | 0.9681 2.0223 |
| Pinaglabanan | Household Members | 1.4608 | 0.3864 | 0.0623 | 8.8800 | 0.0000 | 1.3436 1.5882 |
| Salog | Households who are informal settlers x Household Members | 0.8151 | -0.2078 | 0.1160 | -1.4400 | 0.1510 | 0.6167 1.0774 |
| San Isidro West | Households living in makeshift housing x Children under 5 years old who died | 1.0000 | 0.0000 | | | | |
| San Pedro Aroro | Households without access to safe water x Children under 5 years old who died | 1.0000 | 0.0000 | | | | |
| Tabgon | Households without access to safe water x Household Members | 1.0785 | 0.0756 | 0.1311 | 0.6200 | 0.5340 | 0.8499 1.3687 |
| | Households without access to safe water x Households who are informal settlers | 0.7321 | -0.3118 | 0.6753 | -0.3400 | 0.7350 | 0.1201 4.4643 |
| Pseudo R2 = 0.0942 | Households without access to safe water x Households living in makeshift housing | 0.7095 | -0.3433 | 0.6108 | -0.4000 | 0.6900 | 0.1313 3.8345 |
| | Households without access to sanitary toilet facility x Households who are informal settlers | 1.0910 | 0.0871 | 0.9926 | 0.1000 | 0.9240 | 0.1834 6.4897 |
| Log likelihood = -591.5760 | Households without access to sanitary toilet facility x Households living in makeshift housing | 0.3326 | -1.1010 | 0.2518 | -1.4500 | 0.1460 | 0.0754 1.4669 |
| | Malnourished children 0-5 years old x Children under 5 years old who died | 1.0000 | 0.0000 | | | | |
| Prob>chi2 = 0.0000 | Constant | 0.9408 | -0.0611 | 0.1943 | -0.3000 | 0.7670 | 0.6276 1.4102 |

To investigate the impact of health dynamics on poverty cases and test whether health dynamics can predict poverty outcomes, *ceteris paribus*, logistic regression was used. Results of the calculation are shown in table 7.

The results reveal that there are only three indicators that significantly predict the poverty outcome variable, namely: *Households who are informal settlers*, *Households without access to safe water*, and *Household Members*, with p-values of 0.0567, 0.009, and 0.000, respectively. Regarding coefficients, these are the values for the logistic regression equation for predicting the dependent variable from the independent variable. They are in log-odds units. The prediction equation is expressed as $\log(p/1-p) = \beta_0 + \beta_1 CDEATH5 + \beta_2 WDEATHPC + \beta_3 CMALNO5 + \beta_4 MSHDWELL + \beta_5 SQUATH + \beta_6 WATACCESS + \beta_7 STFACCESS + \beta_8 TNOHHM + \mu$. where p is the probability of being poor, poverty incidence, or poverty outcomes.

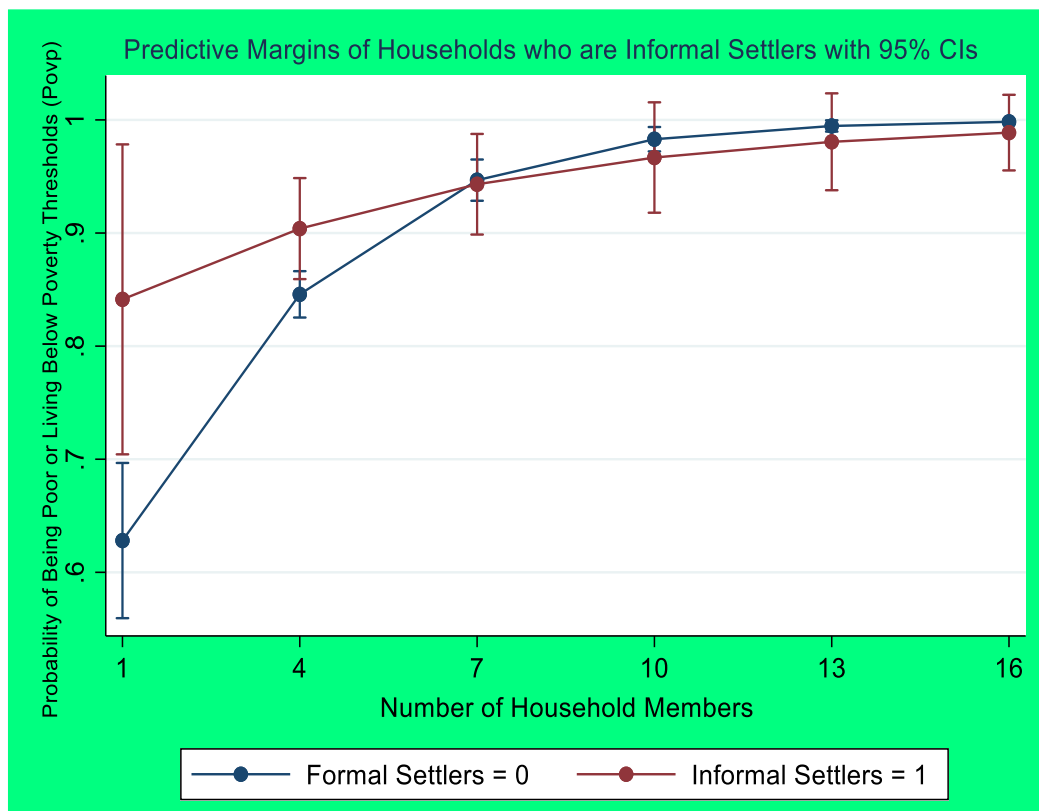
$$\log(p/1-p) = -0.0610574 + \beta_1 * 0.4285075 + \beta_2 * -0.1281599 + \beta_3 * 0 + \beta_4 * 1.406319 + \beta_5 * 0.3991358 + \beta_6 * 0.3199608 + \beta_7 * 0.4203754 + \beta_8 * 0.3864454$$

The relationship between the independent factors and the dependent variable, where the dependent variable is on the logit scale, is described by these estimations. These estimates show how much a 1-unit increase in the predictor would increase the expected log chances of poverty = 1 while keeping all other predictors constant. The coefficients for the non-significant independent variables are not substantially different from 0, which should also be considered when interpreting the results. Because these coefficients are often difficult to interpret because they are in log-odds units, they are frequently transformed into odds ratios. For instance, the coefficient of Households without access to safe water is 0.3991358. This means that for a one-unit increase in Households without access to safe water, an expected 39.91% increase in the log-odds of the dependent variable poverty, holding all other independent variables constant. Another one, Household Members, for every one-unit increase in the household members, an expected 38.64% increase in the log-odds of poverty outcomes, holding all other independent variables constant. The analysis also applies to all other variables, but only the aforementioned indicators are significant predictors based on p-values. Moreover, the constant -0.0610574 represents the expected value of the log-odds of poverty when all of the predictor variables equal zero.

Regarding the odds ratio, it can be generated by dividing the number of households who are not living below the poverty threshold by the number of households who are living below the poverty thresholds. The same procedure applies to all indicators. Another significant observation, significant variables have a confidence interval at 95% that does not include 1.0, possibly because the lower bound of the 95 percent confidence range is so near to 1, and the p-value is so close to .05. The researcher also utilized various interacting variables which can be seen from the table. The 8 variables do not significantly interact with the poverty outcomes. However, 4 variables have a negative effect on poverty outcomes, namely: Households who are informal settlers x Household Members; Households without access to safe water x Households who are informal settlers; Households without access to safe water x Households living in makeshift housing; and Households without access to sanitary toilet facility x Households living in makeshift housing. It is indicative that if housing and water and sanitation indicators are better, the likelihood of a household to get poorer declines.

Figure 2

Predictive Margins of Households who are informal settlers and Household Members as Interacting Variables



When compared to formal settlers, informal settlers have a larger likelihood of living below the poverty line as indicated in figure 2. Furthermore, as the number of household members grows, so does the likelihood of being impoverished.

Figure 3

Predictive Margins of Households without Access to Sanitary Toilet Facility and Household Members as Interacting Variables

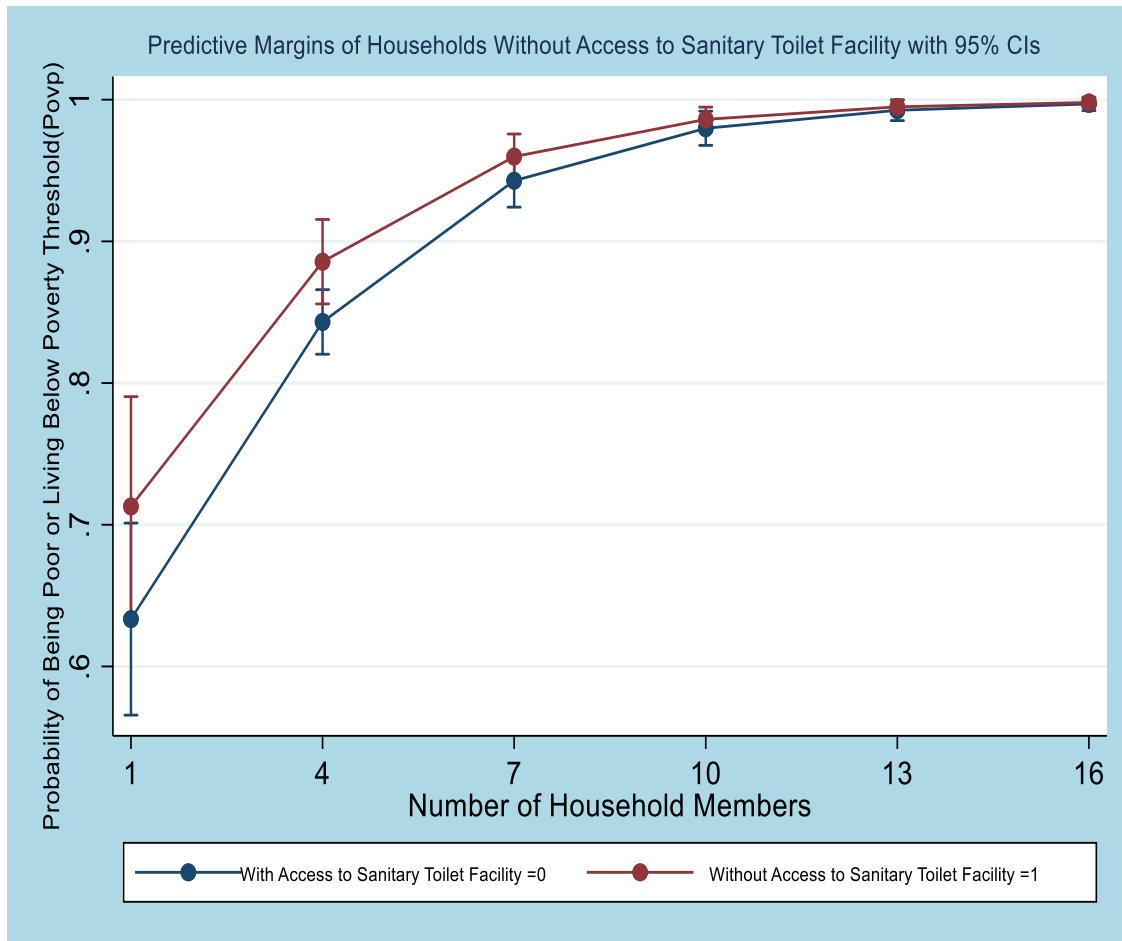


Figure 3 shows the predictive margins of households without access to sanitary toilet facility and household members as interacting variables. Households with Access to Sanitary Toilet Facility and Households with Fewer members have the least chances of living below the poverty threshold, it is being followed by Households with Access to Sanitary Toilet Facility and have a high number of members, then by Household without Access to Sanitary Toilet Facility and with fewer household members, and lastly by households without access and with a higher number of members. The result asserts that the number of household members as a component of health dynamics is a significant predictor of poverty. The overall model has a P-Value of 0.0000,

which implies significance at a .05 alpha level. Moreover, the goodness-of-fit test was performed as indicated.

Logistic model for Probability of Poverty Occurrence, goodness-of-fit test

Number of observations = 1623
 Number of covariate patterns = 145
 Pearson chi2(131) = 95.76
 Prob > chi2 = 0.9911

The goodness-of-fit shows Prob > chi2 of 0.9911 which is greater than 0.05 Alpha level. The model's goodness-of-fit test is not significant, however, a test of *estat classification* is performed.

Table 8
Estat Classification of Logistic Regression Model

| Classified | TRUE | | Total |
|------------|------|----------|-------|
| | Poor | Non-Poor | |
| + | 1398 | 225 | 1623 |
| - | 0 | 0 | 0 |
| Total | 1398 | 225 | 1623 |

Classified + if predicted Pr(D) >= .5
 True D defined as povp != 0

| | | |
|-------------------------------|----------|---------|
| Sensitivity | Pr(+ D) | 100.00% |
| Specificity | Pr(~D) | 0.00% |
| Positive predictive value | Pr(D +) | 86.14% |
| Negative predictive value | Pr(~D -) | .% |
| False + rate for true ~D | Pr(+~D) | 100.00% |
| False - rate for true D | Pr(- D) | 0.00% |
| False + rate for classified + | Pr(~D +) | 13.86% |
| False - rate for classified - | Pr(D -) | .% |

Correctly classified 86.14%

Table 8 shows the result of *estat classification*. The *true* means the binary outcomes whether a household is poor or non-poor. There are 1,398 samples who are poor and 225 who are

non-poor. Out of 1,623 observations, all of them are correctly classified by the model, thus sensitivity is 100%. The Specificity is zero because none of 225 observations were correctly classified to be living below the poverty threshold. Hence, all households living below the poverty threshold were correctly predicted by the model. The overall correctly classified is 86.14%. Thus, the models or alternative specifications correctly classify the household observations in the logistic model.

5. Conclusion

Within the 12 localities of the Goa municipality, indigenous people known as Agta Isarog or Agta Tabangnon dwell. The CBMS and IP Census datasets were used to assess poverty across barangays, and several policy proposals for economic development were outlined. Because poverty determinants differ and assessment is multifaceted, data were disaggregated to analyze each locality. It makes the following claims: First, the majority of Indigenous Peoples' households and populations live below the poverty and food thresholds. Second, there have been reports of food scarcity and unemployment, although only on a modest scale. Malnutrition, child mortality, and a crime against Indigenous peoples have all been reported, although they are not the primary drivers of poverty in all areas. Third, the majority of indigenous people are poor, and poverty is pervasive, according to headcount indices. Fourth, poverty intensity differs by locality based on poverty gap metrics. However, the overall index indicates that poverty levels are manageable and can be lowered through a variety of policies and efforts. Fifth, the squared poverty gap indices represent the severity of tolerable poverty, which differs by location. Sixth, the Watts indicators are comparable to the severity indices, which reflect the intensity and severity of moderate to severe poverty across barangays. Seventh, health dynamics variables were described in order to gain valuable insights from them and to see if they could predict poverty incidences or occurrences. Every community's health dynamics are distinct from one another. As a result, different policy measures for economic development are required in each community. Furthermore, based on the provided findings of the logistic regression model for individual and consolidated approaches, it can be inferred that health dynamics strongly predict poverty outcomes. Poverty among indigenous peoples in Southern Luzon is mostly caused by a lack of income and livelihood, as well as a lack of access to basic education. Poverty has also been visible in health and nutrition, housing, and access to safe drinking water and sanitation, all of which have comprised health dynamics. The null hypothesis should be rejected since it implies that there are no differences or relationships

between the data's features. There are significant associations between health dynamics indicators and poverty consequences. In Southern Luzon, the Philippines, health has a substantial impact on poverty classifications and statuses of households and indigenous people.

Cooperation between indigenous people, private institutions, and government agencies is necessary to alleviate poverty, improve the welfare of households, reducing risks and vulnerabilities, and promote socio-economic and community development. The results suggest a strong need for policy mapping in order to establish which aspects of each barangay's vulnerabilities and poverty occurrence should be targeted. The results of policy targeting must be employed to properly allocate resources and achieve economic development objectives, especially for health dynamics. Government initiatives must ensure indigenous people are always included in poverty-reduction plans and impart them with professional skills so that they can become well-rounded individuals who are competent, confident, value-laden, and dependable in a local, national, and global setting.

These statistics and econometrics of indigenous people can be integrated in economic studies and courses and present data quantitatively within Bicol Region. Further studies on cross-sectional, repeated cross-sectional, and panel data may be utilized to determine the level of poverty across periods, and the identification of chronic and transient poor households may be made possible when the succeeding CBMS data becomes available.

References

- Aber, J. L., Bennett, N. G., Conley, D. C., & Li, J. (1997). The effects of poverty on child health and development. *Annual review of public health*, 18(1), 463-483.
- Arriagada, P. Hahmann, T. and O'Donnell, V. (2020). *Indigenous people in urban areas: Vulnerabilities to the socioeconomic impacts of COVID-19*. Statistics Canada Catalogue
- Béteille, A. (1998). The idea of indigenous people. *Current anthropology*, 39(2), 187-192.
- Barro, R. (1996). *Health and economic growth*. World Health Organization.
- Bloom, D. E., Canning, D., & Sevilla, J. (2004). The effect of health on economic growth: a production function approach. *World development*, 32(1), 1-13.
- Calleja Reyes, J. (1992). *Bikol maharlika*. JMC Press.

- Cumming, O., Elliott, M., Overbo, A., & Bartram, J. (2014). Does global progress on sanitation really lag behind water? An analysis of global progress on community-and household-level access to safe water and sanitation. *PLoS one*, 9(12), e114699.
- Davis, S. H. (2002). *Indigenous peoples, poverty and participatory development: The experience of the World Bank in Latin America*. In *Multiculturalism in Latin America* (pp. 227-251). Palgrave Macmillan, London.
- Dinachandra Singh, K., Alagarajan, M., & Ladusingh, L. (2015). What explains child malnutrition of indigenous people of Northeast India?. *PLoS One*, 10(6), e0130567.
- Fuller, D., Caldicott, J., Cairncross, G. et al. Poverty, Indigenous Culture and Ecotourism in Remote Australia. *Development* 50, 141–148 (2007). <https://doi.org/10.1057/palgrave.development.1100368>
- Gerona, D. (2005). *The hermeneutics of power: Colonial discourses in the Christian conversion of Kabikolan, 1569-1850*. University of the Philippines Diliman.
- Gerona, D. (2010). *The lady of the Cimarrones: The Peñafrancia devotion in the Spanish Kabikolan, 1710-1898*. Bikol Historical Research Center.
- Gibson, M., Petticrew, M., Bambra, C., Sowden, A. J., Wright, K. E., & Whitehead, M. (2011). Housing and health inequalities: a synthesis of systematic reviews of interventions aimed at different pathways linking housing and health. *Health & place*, 17(1), 175-184.
- Gordon, C. and J. White (2014), “Indigenous educational attainment in Canada”, *International Indigenous Policy Journal*, Vol. 5/3.
- Griffiths, T. (2005). *Indigenous peoples and the World Bank: experiences with participation*. Forest Peoples Programme, Moreton-in-Marsh, UK.
- Gracey, M., & King, M. (2009). Indigenous health part 1: determinants and disease patterns. *The Lancet*, 374(9683), 65-75.
- Haan, M., Kaplan, G. A., & Camacho, T. (1987). Poverty and health prospective evidence from the alameda county study. *American Journal Of Epidemiology*, 125(6), 989-998.
- Hall, G. & Gandolfo, A. (2016). *Poverty and exclusion among Indigenous Peoples: The global evidence*. World Bank.
- Hall, G. H., & Patrinos, H. A. (Eds.). (2012). *Indigenous peoples, poverty, and development*. Cambridge University Press.
- Haughton, J., & Khandker, S. R. (2009). *Handbook on poverty and inequality*. Washington, DC: World Bank.
- Heaton, T. B., England, J. L., Bencomo, M. G., & López, G. R. (2007). The child mortality disadvantage among indigenous people in Mexico. *Population Review*, 46(1).

- Heywood*, F. (2004). The health outcomes of housing adaptations. *Disability & Society*, 19(2), 129-143.
- International Labour Organization (2020). *Urgent action needed to tackle poverty and inequalities facing indigenous peoples*.
- Lastra-Bravo, J. (2021). *Indigenous Peoples, Uncertainty and Exclusion in the Global South in Periods of the Pandemic*. In F. Gabrielli, & F. Irtelli (Eds.), *Anxiety, Uncertainty, and Resilience During the Pandemic Period - Anthropological and Psychological Perspectives*. IntechOpen. <https://doi.org/10.5772/intechopen.98785>
- Li, J., Luo, C., & De Klerk, N. (2008). Trends in infant/child mortality and life expectancy in Indigenous populations in Yunnan Province, China. *Australian And New Zealand Journal Of Public Health*, 32(3), 216-223.
- Minority Rights Group International (2017). *No Escape From Discrimination: Minorities, Indigenous Peoples And The Crisis Of Displacement*
- Obias, J.F. (2009). *Katutubo, profiles of Philippine cultural communities: Agta Tabangnon of Camarines Sur*. National Commission for Culture and the Arts.
- Patunru, A. A. (2015). Access to Safe Drinking Water and Sanitation in Indonesia. *Asia & the Pacific Policy Studies*, 2(2), 234-244.
- Psacharopoulos, G., & Patrinos, H. A. (1994). Indigenous people and poverty in Latin America. *Finance & Development*, 31(001).
- Ragragio, A.M. (2012). *Archaeology and emerging Kabikolan*. University of the Philippines Press.
- Ramirez-Zea, M., Kroker-Lobos, M. F., Close-Fernandez, R., & Kanter, R. (2014). The double burden of malnutrition in indigenous and nonindigenous Guatemalan populations. *The American Journal Of Clinical Nutrition*, 100(6), 1644S-1651S.
- Rauh, V. A., Landrigan, P. J., & Claudio, L. (2008). Housing and health: intersection of poverty and environmental exposures. *Annals of the New York Academy of Sciences*, 1136(1), 276-288.
- Reyes, C., Tabuga, A., Mina, C., Asis, R. and Datu M. (2011). *Chronic and transient poverty* (PIDS Discussion Paper Series No. 2010-30). Philippine Institute for Development Studies.
- Reyes, C., Mandap, A.B., Quilitis, J., Bancolita, J., Baris, M. Jr., Leyso, N.L. and Calubayan, S.J. (2014). *CBMS handbook*. De La Salle University. Publishing House.
- Schwartz, D. A. (2018). *Introduction to Indigenous Women and Their Pregnancies: Misunderstood, Stigmatized, and at Risk*. In *Maternal Death and Pregnancy-Related Morbidity Among Indigenous Women of Mexico and Central America* (pp. 3-9). Springer, Cham.
- Sobreviñas, A. B. (2020). Examining Chronic and Transient Poverty using the Community-Based Monitoring System (CBMS) Data: The Case of the Municipality of Orion. *DLSU Business & Economics Review*, 30(1), 111-129.
- Tindowen, D. J. C. (2016). *The economic life of the Aetas of Northern Philippines*. <http://hdl.handle.net/20.500.12323/3470>
- United Nations (2020). 'Spectre of poverty' hangs over tribes and indigenous groups: UN labour agency. <https://news.un.org/en/story/2020/02/1056612>

- United Nations Human Rights Indigenous Peoples and the United Nations Human Rights System (2013). <https://www.ohchr.org/documents/publications/fs9rev.2.pdf>
- Wagstaff, A. (2002). *Poverty and health sector inequalities*. Bulletin of the world health organization, 80, 97-105.
- Waxman, E. (2016). *Mapping food insecurity and distress in American Indian and Alaska Native communities*. Urban Institute. <https://www.urban.org/urban-wire/mapping-food-insecurity-and-distress-american-indian-and-alaska-native-communities>
- Well, D. N. (2007). Accounting for the effect of health on economic growth. *The Quarterly Journal Of Economics*, 122(3), 1265-1306.
- Wilk, P., Maltby, A. & Cooke, M. (2017). Residential schools and the effects on Indigenous health and well-being in Canada—a scoping review. *Public Health Rev* 38, 8. <https://doi.org/10.1186/s40985-017-0055-6>
- Willis, R., Jackson, D., Nettleton, C., Good, K., & Mugarura, B. (2006). Health of Indigenous people in Africa. *The Lancet*, 367(9526), 1937-1946.

Life's Journey of Trans-woman Students: A Phenomenological Study

Ritchelle W. Origenes

Abstract

Transgender-woman students are already visible in both private and public schools in Cebu City. Although their visibility in the schools is a manifestation of the implementation of the Anti-Bullying Act in the country and the Child Protection Policy of the Department of Education, still there are incidents of bullying and even discrimination not just among trans-woman students but also to other members of the LGBTQ. These incidents greatly affect the academic performance and non-academic activities of the students. This phenomenological study explored how the academic and non-academic life of the 17 trans-woman students shifted throughout their student life, impacted by their gender identity and expression and sexual orientation, and the factors that caused them to refocus, change or shift their priorities and perspectives in their lives as students and individuals over time. This study identified 6 themes that aroused from the transcription of the data. The findings of the study showed that to be a transgender-woman student is never easy and whatever ways they inform everyone about their gender identity and expression and orientation still get bullied. It also showed in this study that trans-woman students respect the people in the school for they also want to be respected in return. When they are given the freedom to express themselves, then they have the strong will to do good in their academic tasks and become responsible citizens. But still, trans-woman students do not feel safe and comfortable in some of the educational systems and facilities in the school like the use of the comfort rooms, curriculum and teaching-learning process. The different people in the school play a critical role in the journey of trans-woman students.

Keywords: *sexuality education, gender and development, LGBTQ, anti-discrimination*

Received: January 23, 2022

Revised: February 12, 2022

Accepted: February 22, 2022

Suggested Citation: Origenes, R.W. (2022). Life's Journey of Trans-woman Students: A Phenomenological Study. *International Review of Social Sciences Research*, Volume 2 Issue 1, pp. 28 - 46. DOI: <https://doi.org/10.53378/352877>

About the author:

Master Teacher 1, Mabolo National High School



1. Introduction

The Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) community that includes the transgender-women has been recognized to be a marginalized minority not just in the Philippines but also in most of the countries in the world (International Lesbian, Gay, Bisexual, Trans and Intersex Association, 2016a). Several countries recognize the existence of this community and already provided some laws to protect their members. There is a presence of a National Human Rights Institution (NHRI) that includes gender identity and expression and sexual orientation in its human rights work in 88 countries worldwide (ILGA, 2016b). The Philippines is one of the countries that has implemented anti-discrimination laws which include employment, hate crime and hate speech, constitution, and other nondiscrimination protections (ILGA, 2016a).

One of the specified anti-discrimination laws for the protection of not just the LGBT and transgender women but also to the other groups in the Philippines is the Republic Act No. 10627, which requires all elementary and secondary schools to adopt policies in preventing and addressing the acts of bullying, maltreatment, and discrimination of any individual in their institutions. Through this law, the Department of Education (DepEd) issued DepEd Order No. 40 series of 2012, DepEd Child Protection Policy, which seeks to affirm the protection of the students from any form of violence, harassment, abuse, or exploitation regardless of religion, ethnicity, and sexual orientation, gender identity and expression (SOGIE) (Human Rights Watch, 2017). Unfortunately, there is no research or monitoring conducted on its implementation whether it is helping the LGBTQ students. The 2013 Philippine National LGBT Community Dialogue has emphasized that there should be mechanisms to check and examine existing education and school-related materials and activities that ensure that they are SOGIE-sensitive (UNDP, 2014).

Although there are efforts to minimize discrimination against LGBTQ and transgender-women students in the Philippines, there are still reported documents of abuses among them in secondary schools. According to Human Rights Watch (2017), these abuses detail widespread harassment and bullying, discriminatory practices and policies, and an absence of resources that support the right to education under national and international law which put LGBTQ students at risk. In many instances, teachers and school administrators partake in mistreatment instead of leading against discrimination and creating inclusive classrooms where all students can learn (Outrage, 2017). There are observed inconsistencies in the implementation of the Anti-Bullying Law and the DepEd Child Protection Policy (Estremera, 2018) across the country due to the

reported incidents of bullying and abuses of the students (Torregoza, 2018). Moreover, most of the existing school policies and practices tend to facilitate discrimination and fail to provide support in the academic and non-academic lives among the LGBTQ youths (HRW, 2017). These school policies and practices were believed to be obsolete because they do not adapt to the current trends and social issues. The reason might be because there is little or no available literature and studies that focus on the lived experiences of the LGBTQ especially the transgender-woman students in the school and how these policies affect them directly and indirectly.

The contributing factors to discrimination in the school which include the teachers, school administrators and staff, school policies and practices are predictors of poor school performance defined by the students' low-grade point average (GPA) (Ifatunji and Harnois, 2015; Chavous et al., 2008) and school dropout (Felice, 1981, Mensch & Kandel, 1988). Perceived discrimination is a well-known risk factor for mental and physical health outcomes (Banks et al., 2006; Brondolo et al., 2009; Ong et al., 2009; Utsey et al., 2008) and raises a wide range of not desirable outcomes (Himmelstein et al., 2015; Assari et al., 2017; Broudy et al., 2007; Assari & Caldwell, 2017; Visser et al., 2017; Gilbert & Zemore, 2016; Otiniano Verissimo et al., 2014). Perceived discrimination is also associated to negative feelings and emotions (Himmelstein et al., 2015) such as depression, anxiety, and distress (Himmelstein et al., 2015; Assari et al., 2015; Assari, et al., 2017; Assari & Lankarani, 2017), behavioral risk factors such as suicide (Assari & Caldwell, 2017), substance use (Pascoe & Smart Richman, 2009; Visser et al., 2017; Gilbert & Zemore, 2016; Otiniano Verissimo et al., 2014; Sellers & Shelton 2003), and obesity (Sutin & Terracciano, 2013), hyper-vigilance (Brondolo et al., 2008), and social isolation (Broudy et al., 2007).

In the USA, Kosciw et al. (2019) and Pampati et al. (2020) found that transgender students who are members of the LGBT often face harassment and bullying in school that placed the students at high risk of absenteeism. Relatively, the discrimination and harassment students experienced have implications on their academic success and retention (Goldberg, 2018). Stolzenberg and Hughes (2017) also found transgender students were more likely to report frequently feeling depressed. These transgender students struggled with mental health concerns that had not been diagnosed like depression, anxiety, eating disorders, and personality disorders (Goldberg et al., 2018). It is very alarming that the discrimination experienced by LGBT students has crucial effects on their well-being, yet little research was conducted on the Philippine setting.

In light of the issues about the LGBTQ especially the transgender-woman students, this study focused on a sample of transgender-woman students to explore how their academic and non-academic life shifted throughout their student life, impacted by their gender identity and expression and sexual orientation, and the factors that caused them to refocus, change or shift their priorities and perspectives as students and individuals over time.

2. Methodology

This study utilized a qualitative research method employing a phenomenological design. Its focus was to facilitate and provide in-depth lived experiences of the transgender-woman students as to how their academic and non-academic life shifted throughout their student life.

The study was conducted in the select senior high schools of Cebu City for the School Year 2019 - 2020. Potential participants for this study were identified through a couple of methods to get a diverse source of possible participants and to get the most qualified participants. The first method was done by giving an open call for participants through status posting on Snapchat, Instagram, and Facebook allowing interested people to privately respond to the call using an online prospective participant screening survey. The second method was through the personal network of contacts.

The 17 participants of this study were selected through purposive and homogeneous sampling (Creswell, 2015). The participants were residents of Cebu City, Philippines, identified themselves as transgender-woman, currently enrolled as senior high school (SHS), 18 years old and above, and open with their gender identity and expression and sexual orientation prior to the study. These participants were students from the different senior high schools in Cebu City, Philippines taking up the academic, technical-vocational livelihood, sports, and arts SHS curriculum of the DepEd.

The data gathering process started with the initial screening, a discussion on the purpose of the study and the expectations of participants. An informed-consent form, the details of the study, and a date request for the first interview were sent to the participants. To adhere to the research ethics, the participants were informed about the risk-benefit of the study, content, authorization to access private information, confidentiality procedures, and conflict of interest. The participants were asked to sign the informed-consent with all details of the study before they

were interviewed. The conduct of the interviews was either through a video-conferencing tool or in-person face-to-face, depending on the agreement of the interviewer and the participants. A set of semi-structured interview questions was used in this study. The interviewer took notes of the answers accompanied by audio and video recordings. Interview protocols were strictly followed throughout the duration of the interview process. To validate the information given by the participants, teachers, school administrators, staff, classmates, and parents were randomly chosen and interviewed through focus group discussion.

The coding process to label segments of text with codes, examine codes for overlap and redundancy, and collapse these codes into broad themes were done after the conduct of the initial review of the transcripts and data (Creswell, 2015). The thematic analysis was used to analyze the data. This was the appropriate data analysis method in this study because it provides the opportunity to code and categorize data into themes.

3. Findings and Discussion

This study identified 6 themes that arose from the transcription of the data. The themes are: 1) To be a transgender-woman student is never easy; 2) What you see and hear is what you get but bullying is what I get instead; 3) Like respects like; 4) Now you accept me, now you don't; 5) Freedom to express is the will to become responsible individuals; and 6) Where should I go? Where do I belong?

1. To be a trans-woman student is never easy.

Adjustments

A participant narrated about the adjustments to be a trans-woman student because of discrimination in the school, *"It is not easy, always adjusting because there are so many discrimination in the school."* Aside from the discrimination, gossip about their personality is also part of the adjustments. A participant said, *"It is hard at the beginning and it takes time to get used to and lots of gossip"*. Another participant declared, *"It is not easy para maprocess nmu nga mahimong trans-woman. (It is not easy to process yourself to become a trans-woman.)"*, and *"It is hard for me to blend with the people in the school because some of them discriminate, so I just blend with them as a simple young trans-woman"*.

Bullying and Discrimination

Trans-woman students are prone to bullying and discrimination not just inside the school but also outside. Participants uttered, *“I have been bullied every day.”*, *“I did encounter lots of discrimination like walking in the streets, they ask me why I wear such female uniform and why our school allows me wearing such uniform.”*, and *“I have met a lot of circumstances of bullying and discrimination, especially in our school for example my haircut and hairstyle.”*

Prejudice

Most of the trans-woman students think that it is not good and easy to be a trans-woman because of prejudices from judgmental and close-minded people. Participants said, *“it is not good to be a trans-woman especially when you are surrounded with judgmental and close-minded people”* and *“it is not easy, they judge you as a bad person because you are a trans-woman.”*

The adjustments experienced by these students are common not just among transgender-women but also to transgender-men. These adjustments or processes to become such are similar for anxiety and depression (Budge et al., 2013; Bockting et al., 2013). These students can be struggling every day knowing that they experience bullying and discrimination in the school. These confirmed the findings of Kosciw et al. (2019) and Pampati et al. (2020). Similarly, Galupo et al. (2014) found out that different forms of discrimination happen and are most frequently received from cisgender or straight and heterosexual individuals. Discrimination and bullying were positively associated with psychological distress (Bockting et al., 2013). These trans-woman students are possibly having unpleasant feelings or emotions that affect them mentally and emotionally. Interventions that avoid discrimination and bullying with increased social support should be the focus among practitioners like teachers and school administrators in order to improve mental health for trans-woman students (Budge et al., 2013).

2. *What you see and hear is what you get but bullying is what I get instead.*

What you see is what you get

Trans-woman students express themselves like real women. They act and show themselves to the people in the school just like a real woman. A participant shared her experience about this,

“First day of the school, my classmates did not know that I am a trans-woman and my professors asked about my gender, I am shy and I did not talk about myself. I just show to them who I really am, just being a real woman.”. Participants narrated how they tell everyone their identity, *“Wla nko sila gi-ingan but through my expressions, mailhan ra nila nga unsa akong identity, I just do it like a normal woman.”* (I did not tell them about my identity but through my expressions, they can tell my identity. I just do it like a normal woman.), and *“The way I move that is how I express myself, magbinabaye lang ko kay sometimes mahimong babaye mn akong tingog.”* (The way I move that is how I express myself, I act like a woman because some I have a feminine voice.)”, The way they dress themselves is also their way of showing everyone their identity. Participants uttered, *“Through actions, doing things as a transwoman, wearing dresses, joining dance troupe, this is me.”* and *“Makita ra mn sa akong panamit. I act like a woman and dress like a woman. (It really showed how I dress up, I act like a woman and dress like a woman)”*.

What you hear is what you get

Telling everyone is the trans-woman students’ way of informing everyone in the school about their gender identity and orientation and expression. An incident in the classroom was narrated by a participant, *“At the first day of school, my classmates thought that I am a real girl but I introduced myself as trans-woman and they got shocked, it is okay for them so they can have a lively room.”*

Bullying is what I get

Though some of the people in the school accept trans-woman students after showing, expressing, and telling them about their gender identity, but still, some bully them. Participants shared their experience after opening up to their classmates about their identity, *“I am bullied.”* and *“There was one time my friend showed me her private parts and she didn’t know that I am trans and so she treated me differently.”*

Educating is the key

The maltreatment received by trans-woman students after opening up on their true identity can be prevented and corrected through educating the people in their classroom and school. One

participant believed that *“If there would be incidents like bullying and discrimination, I teach them. I educate them. I encounter lots discrimination. The country is judgmental”*. But for those participants who experienced bullying after opening up narrated, *“By telling me that it is not a good what they did to me”*, *“I tell them to respect us so we can respect the too, there should be quality”* and *“By telling them that I am trans. If you don’t support me then it is ok but we can still be friends.”*.

Trans-woman students express themselves through their feminine gestures and outfits. They feel and behave like a real woman and that is how they come out as such. They inform everyone in the school through their expressions and actions and by telling them verbally. Though people in the school are informed about their gender identity and expression and orientation, still they experience bullying, discrimination, and even violence. This is similar to the findings of the research conducted on heterosexual undergraduate college students in which both men and women reported more teasing of trans-women due to sexual prejudice and trans-prejudice (Glotfelter, 2012). Inclusive education should be considered by the educators and policymakers to help improve gender equality—not only to make it more inclusive for LGBTQ youths but for all young people (Gowen, & Wings-Yanez, 2014).

3. Like respects like.

Normal and typical student interaction

To interact with the people in the school as normal and typical student is very common among trans-woman students. They think that being just a normal student would prevent prejudices about them. Participants mentioned that *“By being simple and interacting like a normal student to others in the school, so there would be no judgments at all.”*, *“As a simple and normal student, I interact with my classmates very well so they don’t treat me differently and they have no problem with me.”*, *“Just a normal student, I treat them right so they will treat me right.”*, *“Just a normal student, I interact with my teachers without distraction while they teach so that they will also consider me as a normal student. They don’t treat me differently.”* and *“I fairly interact with the school personnel just like a typical, so they don not really discriminate me as a trans-woman student and the our school is actually gender-sensitive.”*.

Respect begets respect

Trans-woman students believe that interacting with people in the school with respect will reciprocate respect. This is very important to them because they all just want respect from them. The participants uttered, *“I treat my classmates and schoolmates with respect so they can treat me with respect.”*, *“I greet the school administrators and I respect them. Interact with other school personnel with respect.”* and *“I participate in the class and I respect my teachers.”*. One participant shared her thoughts about the right attitude a trans-woman student should have in order to gain respect from others and she said, *“Treat everyone right and respect the so there will be no conflict, as a trans-woman we should know our limits and be sensitive as well.”*.

Trans-woman students behave like normal students. This is supported by the statements from their classmates and schoolmates, teachers, and school administrators that these trans-woman students behave like normal students and they interact with them normally and equally. These trans-woman students behave as such maybe because they do not want to be treated differently. This may imply that the current educational system is exclusive only for heterosexual individuals. This observation relates to a study indicating LGBTQ youth perceive current education as basically “exclusive”. Participants in this study suggested that in order to create a more inclusive experience for all students, educators also need to directly discuss LGBTQ issues (Gowen & Wings-Yanez, 2014).

4. Now you accept me, now you don't.*Accepting and understanding people*

Trans-woman students have classmates who accept them and treat them like real women. Participants uttered, *“My classmates treated me the way I wanted to be treated which is as a woman.”*, *“My classmates treat me normally and get along with me.”* and *“My classmates are supportive to me like pageants and other school activities.”*. Even their teachers and the school personnel accept them and treat them as normal students. Participants shared, *“My teachers treat me fairly the same as others students in the school.”*, *“They treat me as normal person. Everyone treats us equally.”*.

Gender-sensitive schools

Trans-woman students in gender-sensitive schools feel safe and belonging and are treated with the respect they always wish to have. A gender-sensitive school gives them the freedom to

do what a real woman usually does. Participants narrated, *“The school decided that trans-woman students like us can have a long hair. University president accepts trans-woman students like us and so we are allowed to wear female uniform.”*, *“My teachers are okay because in our school it is okay to express ourselves.”*, *“Just like my teachers, the school administrators also mingle with us.”* and *“They didn’t treat us harmfully because in our school they accept people like me and we are welcome in that school.”*. But some gender-sensitive schools only allow trans-woman students who are 18 years old and above to wear a female uniform. One participant uttered, *“They accept trans-woman students like us. So they treat us equally. But 18 years old above are only allowed to wear female uniforms.”*.

You cannot please everyone

Wherever trans-woman students go, they cannot deny the fact that not all people will respect them, even in a gender-sensitive school. People have different cultures and views on them. They are bullied and a source of fun inside the classroom. Participants shared, *“Normally my classmates treat me right, but when the teacher mentions about gender like checking of the attendance, they will sometimes bully us because I belong to the male gender.”*, *“My classmates bully me sometimes because I am not a real girl, I was a man before.”*, *“They treat me as a normal student, but there are times when my classmates bully me then my teachers will defend me because they understand the pain I undergone.”* and *“They are sometimes judgmental because they did not know me.”*. But even the teachers, guidance counselors, and security guards bully and discriminate against them. Participants narrated, *“Some of my teachers bullied me because of my attitude and school personnel, some of them bully me as a trans-woman.”*, *“Some of my teachers were very harsh about our gender and we felt bad about it and I don’t mind but accept it as a challenge. They should not discriminate people like us.”*, *“Some of the security personnel do not treat us right and it serves a lesson to us that we should know our own limitation and be sensitive.”*

These trans-woman students can be totally accepted in their schools may be because of the existing policies, laws, and local ordinances. In Cebu City, there is wide dissemination and implementation of the anti-discrimination ordinance. This addresses legal and ethical issues related to creating secure, safe, welcoming, and gender-sensitive schools for the LGBTQ youths and for students who do not conform to the stereotypical gender roles (Jacob, 2013). This makes the statements of the teachers and school administrators reliable because they accept and understand

trans-woman students. However, there are still incidents of discrimination experienced by these trans-woman students in their respective schools. And even the professionals in the school like the teachers and guidance counselors have the tendencies to discriminate them. One study confirmed that there are school guidance counsellors reported to have a lack of education and support in advocating for LGBT students (Berry, 2016). Allana et al. (2010) emphasized that training programs for the teachers must include leadership and gender training in order to enable them not to discriminate and provide equal opportunities to all the students in the classroom regardless of gender.

5. Freedom to express is the will to become responsible individuals.

Freedom to excel

When asked about the change or shift of the priorities and perspectives on their academic and non-academic life, participants answered that they tend to do more and excel in the classroom and in other non-academic activities because they can freely express themselves in the classroom and in the school. Participants said, *“I am comfortable with the environment in the school because they respect me as a normal student.”*, *“I have my own freedom in school to do whatever I do as a normal student.”*, *“Yes it was changed because we can express ourselves freely.”* and *“Yes it can change because I was surprised of the school works and the way I my lifestyle before. The school works changed me. So I balance both academic and non-academic life.”*

Responsible citizen

The choice to become a trans-woman student is coupled with a responsibility to be a good citizen and a role model. One participant shared that her perspectives and priorities in academic and non-academic life were changed. She said, *“It does change because to be a trans-woman student is not jus to study but to show to people that trans-women are different and can be a role model in our society”*. One participant became an active athlete in her school and she uttered, *“My perspectives and priorities in life have changed, I am a varsity player and just got an MVP award.”*. Another participant mentioned that her priorities in life have changed and she narrated, *“Yes, as a trans-woman, you need to shine, you have to dream. I fight for my studies and I need to finish my studies so I can work abroad and have a stable job.”*

Trans-woman students perform better in their academic and non-academic tasks when there they are free from the victimization of bullying discrimination and harassment. Teachers and school administrators confirmed that when these trans-woman students are given the opportunity to excel they excel and become responsible students. A study found that trans youths who are victims of bullying and discrimination get lower grades than their classmates and are less likely to continue higher education (Glavinic, 2010). Another study also found that LGBT students do not usually pursue further education (Kosciw et al., 2007). The possible reason why these trans-woman students perform better and excel in their academic and non-academic activities is the support they get from the people in the school. A conclusion in one study emphasized that school-based supports contribute to lower victimization of bullying and discrimination and better academic performance among the LGBTQ students (Kosciw et al., 2013).

6. Where should I go? Where do I belong?

Gender-sensitive school

The environment of the school makes one trans-woman student comfortable. One participant said, *“Yes the environment of the school is friendly. I feel comfortable and as a trans-woman student I feel safe in the facilities and even the classroom activities.”*. Even the subject matter and the teaching-learning process in the classroom create a good impact on the academic and non-academic lives of these students. Participants shared, *“It did change my perspective and priorities in my academic performance because in our school especially the subjects and teaching process do not discriminate people like us trans-women.”*, *“Our school environment, in general, is peaceful and gender-sensitive in which makes me feel to do good in my studies.”* and *“The facilities in our school are gender-sensitive. In our school, they do discriminate. Even lesbians can go to the male comfort room.”*.

Comfort room issues

Even though trans-woman students look like real women, but still they experience confusion as to which comfort room to use. It is contrary to the said sensitivity of schools in terms of gender because there are still incidents of bullying and discrimination in the use of the comfort rooms. And these incidents affect them both in their academic and non-academic lives. A

participant narrated, *“Yes, it really affects especially the comfort room. Trans-woman students are not welcomed to the female comfort room in our school, I believe that there is nothing wrong to use the female comfort room because our genitalia has nothing to do with gender identity. School personnel like the janitors should accept trans-women students because we identify ourselves as woman so we should be allowed to use the female comfort room. Some men will laugh on us when we use the male comfort room and that is the start of bullying.”*. This is also supported by a participant who said, *“Yes it affects so much like going to the comfort room. Sometimes I go male than the female comfort room but the men will laugh at me in the male comfort room because I look like a woman though I am not pretty.”*. Another participant said that facilities in the school affect her, *“Sometimes it can affect, my studies because the female facilities are for female-born only.”*. Another participant shared her experience on the effect of the facilities on her studies and self-esteem, *“Yes it affects my studies just like the use of the comfort room. Some janitors do not let us use the female comfort room. It affects our self esteem. Some of us are dressed up like a real woman and the janitors still insist that we should use the male comfort room.”*.

Trans-woman students also do better in their academic and non-academic tasks when the school’s facilities, curriculum and teaching processes are non-discriminating. However, there are still facilities like comfort rooms that are confusing among trans-woman students. This might be a hostile climate for these students that can affect them mentally and socially (McKinney, 2005). Studies suggested that in order to improve the school climate conducive for all types for students of all genders, teachers and school administrators should make reforms on the areas that include locker rooms, comfort rooms, and gender training and support the teaching and non-teaching personnel of the school (Beemyn, 2003; Beemyn et al., 2005). Similarly, educators and policymakers to continue to understand the experiences of transgender-woman students and implement measures to ensure that schools are inclusive and safe for all LGBT students (Greytak et al., 2009).

4. Conclusion

This phenomenological study explored how the academic and non-academic life of the 17 trans-woman students shifted throughout their student life, impacted by their gender identity and expression and sexual orientation, and the factors that caused them to refocus, change or shift their priorities and perspectives in their lives as students and individuals over time. The findings showed

the life of a transgender-woman student has never been easy and whatever ways they manifest their gender identity and expression and orientation lead to bullying. It was also shown that trans-woman students respect the people in the school for they also want to be respected in return. When they are given the freedom to express themselves, then they have the strong will to do good in their academic tasks and become responsible citizens. However, trans-woman students do not feel safe and comfortable in some of the educational systems and facilities in the school like the use of the comfort rooms, curriculum and teaching-learning process.

The different people in the school play a critical role in the journey of trans-woman students. The support these people provide and share with the trans-woman students has a positive impact on building their own future. The same as normal individuals, they too have the right to live and create a better story for themselves. Looking into the effects of the school personnel and facilities on the lives of trans-woman students, the policymakers and education leaders should consider sexuality education to be integrated into the basic education curriculum. School Administrators should provide educational activities and school facilities that are suitable for students regardless of religion, ethnicity, and gender. Teachers who serve as the second parents of the students should be an advocate of inclusive education and promote a school atmosphere conducive for all kinds of students.

This study was only limited to the life journey of trans-woman students in Cebu City, Philippines. Their story and experiences as trans-woman students in the school and outside the school premises may have been contributed by the education system and environment in the school and the city. The stories and experiences of the participants may or may not be reflective of the entire LGBT community. Thus, further studies on the same nature are encouraged.

References

Allana, A., Asad, N., & Sherali, Y. (2010). Gender in academic settings: Role of teachers. *International Journal of Innovation, Management and Technology*, 1(4), 343.

- Assari, S., Smith, J. R., Caldwell, C. H., & Zimmerman, M. A. (2015). Gender differences in longitudinal links between neighborhood fear, parental support, and depression among African American emerging adults. *Societies*, 5(1), 151-170.
- Assari, S., Moazen-Zadeh, E., Caldwell, C. H., & Zimmerman, M. A. (2017). Racial discrimination during adolescence predicts mental health deterioration in adulthood: gender differences among blacks. *Frontiers in Public Health*, 5, 104.
- Assari, S., & Lankarani, M. M. (2017). Discrimination and psychological distress: gender differences among Arab Americans. *Frontiers in psychiatry*, 8, 23.
- Broudy R., Brondolo E., Coakley V., Brady N., Cassells A., Tobin J.N., Sweeney M. Perceived ethnic discrimination in relation to daily moods and negative social Interactions. *J. Behav. Med.* 2007;30:31–43. doi: 10.1007/s10865-006-9081-4
- Banks K.H., Kohn-Wood L.P., Spencer M. An examination of the African American experience of everyday discrimination and symptoms of psychological distress. *Community Ment. Health J.* 2006;42: 555–570. doi: 10.1007/s105970069052-9
- Beemyn, B. (2003). Serving the Needs of Transgender College Students, *Journal of Gay & Lesbian Issues in Education*, 1:1, 33-50, DOI: [10.1300/J367v01n01_03](https://doi.org/10.1300/J367v01n01_03)
- Beemyn, B. G., Domingue, A., Pettitt, J., & Smith, T. (2005). Suggested Steps to Make Campuses More Trans-Inclusive, *Journal of Gay & Lesbian Issues in Education*, 3:1, 89-94, DOI: [10.1300/J367v03n01_09](https://doi.org/10.1300/J367v03n01_09)
- Berry, L. B. (2016). An Exploration of the Prevalence of Advocacy Efforts and The Role of the School Counselor in Lgbt Student Advocacy. MSU Graduate Theses. 2353. <https://bearworks.missouristate.edu/theses/2353>
- Bockting, W. O., Miner, M. H., Swinburne Romine, R. E., Hamilton, A., & Coleman, E. (2013). Stigma, mental health, and resilience in an online sample of the US transgender population. *American journal of public health*, 103(5), 943-951.
- Brondolo, E., Brady ver Halen, N., Pencille, M., Beatty, D., & Contrada, R. J. (2009). Coping with racism: A selective review of the literature and a theoretical and methodological critique. *Journal of behavioral medicine*, 32(1), 64-88.

- Budge, S. L., Adelson, J. L., & Howard, K. A. (2013). Anxiety and depression in transgender individuals: The roles of transition status, loss, social support, and coping. *Journal of consulting and clinical psychology, 81*(3), 545.
- Chavous T.M., Rivas-Drake D., Smalls C., Griffin T., Cogburn C. (2008). Gender matters, too: The influences of school racial discrimination and racial identity on academic engagement outcomes among African American adolescents. *Dev Psychol.* 2008;44:637–654. doi: 10.1037/0012-1649.44.3.637
- Creswell, J. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (5th ed.). Boston, MA: Pearson
- Estremera, M. (2018). The Boons and Banes of Child Protection Policy: The Sorsogon West Landscape. *Asia Pacific Journal of Multidisciplinary Research* Vol. 6 No. 2, 71-79.
- Felice L.G. (1981). Black student dropout behavior: Disengagement from school rejection and racial discrimination. *J. Negro Educ.* 1981;50:415–424. doi: 10.2307/2294802
- Galupo, M. P., Henise, S. B., & Davis, K. S. (2014). Transgender microaggressions in the context of friendship: Patterns of experience across friends' sexual orientation and gender identity. *Psychology of Sexual Orientation and Gender Diversity, 1*(4), 461.
- Gilbert, P. A., & Zemore, S. E. (2016). Discrimination and drinking: A systematic review of the evidence. *Social Science & Medicine, 161*, 178-194.
- Glavinic, T. (2010). Research shows lack of support for transgender and gender nonconforming youth in US school systems. *Inquiries Journal, 2*(01).
- Glotfelter, M. A. (2012). *Undergraduate students' gender self-esteem and attitudes towards transmen, transwomen, gay men, and lesbian women* (Doctoral dissertation).
- Goldberg, A. E. (2018). Transgender students in higher education.
- Gowen, L. K., & Wings-Yanez, N. (2014). Lesbian, gay, bisexual, transgender, queer, and questioning youths' perspectives of inclusive school-based sexuality education. *The Journal of Sex Research, 51*(7), 788-800.

- Greytak, E. A., Kosciw, J. G., & Diaz, E. M. (2009). *Harsh Realities: The Experiences of Transgender Youth in Our Nation's Schools*. Gay, Lesbian and Straight Education Network (GLSEN). 121 West 27th Street Suite 804, New York, NY 10001.
- Himmelstein, M. S., Young, D. M., Sanchez, D. T., & Jackson, J. S. (2015). Vigilance in the discrimination-stress model for Black Americans. *Psychology & health, 30*(3), 253-267.
- Human Rights Watch. (2017). Just Let Us Be: Discrimination Against LGBT Students in the Philippines. Retrieved from <https://www.hrw.org/report/2017/06/21/just-let-us-be/discrimination-against-lgbt-students-philippines>
- Ifatunji M.A., Harnois C.E. (2015). An Explanation for the gender gap in perceptions of discrimination among African Americans considering the role of gender bias in measurement. *Sociol. Race Ethn.* ;2:263–288. doi: 10.1177/2332649215613532
- International Lesbian, Gay, Bisexual, Trans and Intersex Association. (2016a). Sexual orientation laws in the world—Criminalisation. Retrieved from http://ilga.org/downloads/03_ILGA_WorldMap_ENGLISH_Overview_May2016.pdf
- International Lesbian, Gay, Bisexual, Trans and Intersex Association. (2016b). Sexual orientation laws in the world—Protection. Retrieved from http://ilga.org/downloads/05_ILGA_WorldMap_ENGLISH_Protection_May2016.pdf
- Jacob, S. (2013). Creating Safe and Welcoming Schools for LGBT Students: Ethical and Legal Issues, *Journal of School Violence*, 12:1, 98 115, DOI: [10.1080/15388220.2012.724356](https://doi.org/10.1080/15388220.2012.724356)
- Kosciw, J. G., Diaz, E., and Greytak, E. (2007). *National School Climate Survey: The experiences of lesbian, gay, bisexual and transgender youth in our nation's schools*. New York: GLSEN, 2008. Web. 26 Nov 2008.
- Kosciw, J. G., Clark, C. M., Truong, N. L., & Zongrone, A. D. (2020). *The 2019 National School Climate Survey: The Experiences of Lesbian, Gay, Bisexual, Transgender, and Queer Youth in Our Nation's Schools. A Report from GLSEN*. Gay, Lesbian and Straight Education Network (GLSEN). 121 West 27th Street Suite 804, New York, NY 10001.

- McKinney, Jeffrey S. (2005). On the Margins: A Study of the Experiences of Transgender College Students, *Journal of Gay & Lesbian Issues in Education*, 3:1, 63-76, DOI: [10.1300/J367v03n01_07](https://doi.org/10.1300/J367v03n01_07)
- Mensch B.S., Kandel D.B. (1988). Dropping out of high school and drug involvement. *Sociol. Educ.* 1988;61:95–113. doi: 10.2307/2112267
- Ong A.D., Fuller-Rowell T., Burrow A.L. Racial discrimination and the stress process. *J. Personal. Soc. Psychol.* 2009;96:1259–1271. doi: 10.1037/a0015335
- Otiniano Verissimo, A. D., Gee, G. C., Ford, C. L., & Iguchi, M. Y. (2014). Racial discrimination, gender discrimination, and substance abuse among Latina/os nationwide. *Cultural Diversity and Ethnic Minority Psychology*, 20(1), 43.
- Outrage. (2017). *Discrimination and lack of support undermine LGBT students' right to education*. Retrieved from <https://outragemag.com/discrimination-and-lack-of-support-undermine-lgbt-students-right-to-education/>
- Pampati, S., Andrzejewski, J., Sheremenko, G., Johns, M., Lesesne, C. A., & Rasberry, C. N. (2020). School climate among transgender high school students: An exploration of school connectedness, perceived safety, bullying, and absenteeism. *The Journal of School Nursing*, 36(4), 293-303.
- Sellers, R. M., & Shelton, J. N. (2003). The role of racial identity in perceived racial discrimination. *Journal of personality and social psychology*, 84(5), 1079.
- Stolzenberg, E. B., & Hughes, B. (2017). The Experiences of Incoming Transgender College Students: New Data on Gender Identity. *Liberal Education*, 103(2), n2.
- Sutin, A. R., & Terracciano, A. (2013). Perceived weight discrimination and obesity. *PloS one*, 8(7), e70048.
- Torregoza, H. (2018). *Angara calls on DepEd to stop bullying in schools*. Manila Bulletin. Retrieved from <https://news.mb.com.ph/2018/06/20/angara-calls-on-deped-to-stop-bullying-in-schools/>
- Visser M.J., Ikram U.Z., Derks E.M., Snijder M.B., Kunst A.E. Perceived ethnic discrimination in relation to smoking and alcohol consumption in ethnic minority groups in The

Netherlands: *The HELIUS study*. *Int. J. Public Health*. 2017;62:879–887. doi: 10.1007/s00038-017-0977-2

United Nations Development Program. (2014). *Being LGBT in Asia: The Philippines Country Report*. Retrieved from https://www.undp.org/content/dam/philippines/docs/Governance/Philippines%20Report_Final.pdf

Utsey S.O., Giesbrecht N., Hook J., Stanard P.M. Cultural, sociofamilial, and psychological resources that inhibit psychological distress in African Americans exposed to stressful life events and race-related stress. *J. Couns. Psychol.* 2008;55:49–62. doi: 10.1037/0022-0167.55.1.49

Students' Exposure to Social Media and Their Radical Involvement on the Societal Issues in the Philippines

Kenneth B. Ibardeola, Louigie T. Badillo, Janna Mae H.

Macatangay, Kharyl R. Dela Cruz & Myryl P. Malabanan

Abstract

The digital era has had a significant impact on people's perspectives, thus determining whether the vast reach of social media and its free access impacts Filipino teenager's understanding of the issues in the country and their engagement in politics is crucial. The key aim of this study is to investigate the relationship between exposure to social media to the awareness on various social issues and the complex political involvement of youth. The study employed a correlational design of quantitative research approach use to analyze data gathered based on the conducted online survey of senior high school students from Tanauan City Integrated High School. In addition, this study applied a Pearson correlation to determine if a significant correlation existed. Findings showed that there is no significant connection between the respondents' social media exposure and their level of awareness regarding societal issues in the country. On the other hand, there is a significant relationship between the respondents' social media exposure and their level of radical involvement. This research demonstrates how a broader and more advanced understanding of youth's radical political participation associated with more comprehensive measures of social media use can help better understand the role of digital platforms in influencing political participatory behavior and awareness among the internet generation. It is recommendable that future researchers could focus on a different aspect, highlighting the effects of specific social media platform to bring in-depth information about its implications to the political behaviors and awareness of youth in this particular variable.

Keywords: *awareness, politics, radical involvement, social media exposure, youth*

Received: August 31, 2021

Revised: February 7, 2022

Accepted: February 22, 2022

Suggested Citation: Ibardeola, K.B., Badillo, L.T., Macatangay, J.H., Dela Cruz, K.R. & Malabanan, M.P. (2022). Students' Exposure to Social Media and Their Radical Involvement on the Societal Issues in the Philippines. *International Review of Social Sciences Research*, Volume 2 Issue 1, pp. 47 - 60. DOI: <https://doi.org/10.53378/352878>

About the authors:

Students, Tanauan City Integrated High School

* *This paper is a finalist in the ILARI Research Competition (IRC) – 2021 Category 1 – High School*



1. Introduction

The emergence of evolving field in technology has undergone a steep change in the landscape of communication, and it continues to modify citizens' interactive practices. Due to the abundance of information sources on the internet, the general public now has access to a vast amount of data on any aspects especially in politics and social issues. Moreover, it is greatly seen that the digital age in the present times greatly affects the perspective of people thus identifying whether the wide scope of social media and its free access influences the political judgement of the students and the effects on political decisions of the youth is remarkably important. As explained by Lim (2009), social media have paved the way for the youths to increase their political understanding through the re-conceptualization of political engagement. Consequently, through the mounting influence of internet, citizens have developed new ways of participating in elections and public affairs (Chadwick and Howard, 2008).

Inevitably, the understanding about the awareness and knowledge towards politics of the younger generation of Filipinos is essential on building a democratic nation. The key aim of this study is to investigate the relationship between social media exposure to awareness on various social issues and complex political participation of youth. Furthermore, this study showcases whether young people especially senior high school students who use social media to keep up with news and about public affairs, politics and relevant information about the concerns of the country will develop democratically beneficial attitudes and behaviors.

2. Literature review

2.1. Social Media Usage

Nowadays, social media is crucial and widely used by people because of its information. Teenagers between 13 to 19 years old often use social media accounts to access politics and societal issues related news, statistics and data. According to Baumgartner and Morris (2010), through the use of social networking sites, there are greater possibility that young adults can be interested through politics and get some political information through their social network acquaintances. On the other hand, it is exceptionally remarkable that the use of social media for Filipinos in the context of democratic consolidation for the past four years has topped social media users worldwide (Yusingco, 2020). With an average daily screen time of 10 hours, they rank first globally in internet usage (Lamb, 2019). Moreover, a soaring 73.91 million internet users were

recorded in the Philippines as of January 2021. Additionally, the number of internet users in the Philippines increased by 4.2 million (+6.1%) between 2020 and 2021, while the internet penetration in the country stood at 67.0% in January 2021 (Kemp, 2021).

2.2. Awareness to Social Issues

Filipino youth's responses to current societal and governance problems, such as corruption, child violence, armed conflict, and poverty, seemed to be muted. Many have attributed the youth's silence to an implicit sense of apathy and skepticism or disbelief (Medina & Diestro, 2009). According to Velasco (n.d.), in her documentation of reports from 1996 to 2002 on Filipino youth's political participation, reported that the youth's less than positive attitude towards being responsible voters, their minimal participation in the form of social involvement, or their lack of knowledge on the structures of governance, have remained unchanged. The decision to remain uninvolved was reportedly made out of concern that their participation would have a negative impact on their school results. According to Velasco's study, they may have also believed that their participation in political activities would make no difference, or that they would be labeled as communists if they did.

According to Kim and Chen (2016), social networking is having a significant impact on netizens' social and political learning. Likewise, Kahne and Bowyer (2018) indicated the robust political impact of social networking on individuals in various countries. In the context of students, they are active users of new media to obtain political information, share opinions about it and discuss political issues with other members of the community (Hampton et al., 2017).

2.3. Political Involvement

Young people's involvement in formal political processes is important; it brings democratic values to life leading to the overturning of authoritarian practices. They usually engaged in formulating today and tomorrow politics utilizing their rights and knowledge that has been given to them. The public has seen them forward their agenda on various socio-political matters. With the use of social media platforms, they amplify their voice to raise awareness and engagement to strengthen government response to the problems emerging in the country (Medina, 2019). Furthermore, citizens' involvement in acts, events, or activities that influence the selection and/or actions of political representatives is defined as political participation (Okoro & Nwafor, 2013). It refers to the various mechanisms through which citizens can express their political

opinions, exercise their rights, and influence political processes (Chatora, 2012). As a result, it is a civic activity and a vital part of any democracy; an action taken by a citizen to influence the outcome of a political issue. Moreover, many studies have recently questioned the impact of the internet on political participation among the younger population, a task motivated by the general decline in political interest and electoral participation amongst young people across established democracies (Bakker & de Vreese, 2011).

3. Methodology

This study employed the correlational design of quantitative research. This method was chosen because of its fitness to the study. This research was conducted to establish a relationship between two variables, how one influences the other and what are the changes that are eventually observed (McCombes, 2019). This quantitative research design correlated social media exposure with awareness and radical involvement of youth in the political and societal issues in the country using numerical analysis methods.

A total of 100 senior high school students from Tanauan City Integrated High School were purposively chosen as study participants. The respondents were selected based on their suitability to participate wherein all strands were recruited to participate. To generate the quota sample, the study utilized snowball technique to gather multiple respondents. Snowball sampling techniques, also known as chain-referral sampling, are highly recommended when working with the attendees of educational programs or samples of research studies (Mahin et al., 2017).

In order to elicit the information needed, the study used a researcher-constructed validated questionnaire based from related literature and studies. To ensure that the questionnaires were accurate for content validation, the research advisor double-checked every item for any inaccuracies. In addition, the team of experts, who are teachers of various fields and specialization, checked the questionnaire for grammar and structure, and contents and scope. The questionnaire was modified based on the feedback, comments and suggestions given by the internal and external validators. The questionnaire was a four-section survey with analytical, close ended questions along with the 4-point Likert-type rating scale, consisting of multiple indicators in terms of frequency, degree of importance and degree of agreement.

Due to the current restrictions brought by the pandemic, the study was carried out through online with permission from the school head of the Tanauan City Integrated High School for the administration of the questionnaires. A web-based questionnaire through Google forms was used to easily reach wide range of respondents. The respondents were given the freedom to share the same link to the other respondents who were also qualified as per the criteria set. The survey contained a detailed instruction and explanation on the real purpose of the study.

At the start of distributing questionnaires to the participants, pertinent ethical considerations were observed. The study clearly emphasized on voluntary participation and the freedom to refrain from answering the survey at any time. It was also explained that any personal information, and their answers to the survey were treated with utmost confidentiality. The study ensured compliance with the Data Privacy Act and related issuances related to the processing of personal data, upholding the rights of their data subjects, and maintaining compliance with other provisions that are not incompatible with the protection provided by the implementing rules and regulations of Data Privacy Act of 2012.

Pearson correlation was utilized to measure the statistical relationship, or association of social media exposure to awareness to social issues and radical involvement of senior high school students. It is known as the best method of measuring the association between variables of interest because it is based on the method of covariance (Wang, 2013).

4. Findings and Discussion

Table 1 shows the social media exposure of senior high school students in connection with politics and public issues in the country. The result manifested that following one or more online news sources is the most frequent indicator of students' social media exposure to politics and public issues in the country. Thus, with a weighted mean of 3.29, it ranked first. Moreover, reading hard news (ex. politics, crime, economics, international affairs, natural calamities, riots, etc.), keeping updated on the latest news about politics with the use of social media, reacting to any post relating to political and public issues and seeing what their friends think about political issues are the indicators that the respondents are exposed sometimes in social media with a weighted mean of 3.01, 3.00, 2.93, and 2.91, respectively.

Table 1*Senior High School Students' Social Media Exposure in Politics and Public Issues*

| Indicators | WM | VI |
|-----------------------------------------------------------------------------------------------------------------------------|-------------|---------------|
| I follow one or more online news sources. | 3.29 | Always |
| I read hard news (ex. politics, crime, economics, international affairs, natural calamities, riots, etc.) via social media. | 3.01 | Sometimes |
| I keep updated on the latest news about politics with the use of social media. | 3.00 | Sometimes |
| I react to any post relating to political and public issues. | 2.93 | Sometimes |
| I see what my friends think about political issues. | 2.91 | Sometimes |
| I share political news or information on social media | 2.67 | Sometimes |
| I share my opinion in my social media accounts. | 2.58 | Sometimes |
| I follow any politicians or political parties. | 2.33 | Rarely |
| I re-post photos or videos clips on government or politics. | 2.31 | Rarely |
| I follow and interact with official social media accounts of governmental or political institutions. | 2.30 | Rarely |
| I join groups for more information about political issues. | 2.14 | Rarely |
| I express opinions explicitly on government and politics via social media. | 2.11 | Rarely |
| I join topic discussions of politics via social media/ I contributed to a political discussion on the internet | 2.05 | Rarely |
| I post political issues on social media and seek help or discussion. | 1.96 | Rarely |
| I comment on political news or information on social media. | 1.95 | Rarely |
| I attend a political meeting. | 1.83 | Rarely |
| I create or sign a petition online | 1.80 | Rarely |
| I upload photos or videos shot by yourself on non-recreational latest events. | 1.77 | Never |
| I organize non-governmental campaigns or activities via social media. | 1.70 | Never |
| I write blogs on government or politics, such as politics, economics, or international relations. | 1.52 | Never |
| Composite Mean | 2.31 | Rarely |

Legend: 3.26-4.00 Always 2.51-3.25 Sometimes 1.76-2.50 Rarely 1.00-1.75 Never

With a composite mean of 2.31 interpreted as 'rarely', these results contradict the explanation of Keating and Melis (2017) that youth are redefining their political engagement through the use of social media, which allows them to express their views in new ways. Although many studies showed social media as an effective platform for increasing youth political participation, the results of the social media exposure of the respondents indicate otherwise. As

social media provides a wide range of possibilities for young people to gain knowledge about politics and to become politically conscious of the country's emerging social issues, the participants of the study rarely use social media for political reasons. It also contradicts the findings of Baumgartner and Morris (2010) that the use of social networking sites provides greater chance that young adults will become interested in politics and obtain some political information from their friends and acquaintances on these sites. However, it is evident that the participants are passive by following only online news sources.

Writing blogs on government or politics, such as politics, economics, or international relations has the lowest weighted mean of 1.52. Moreover, the table reflects that the respondents are rarely exposed in organizing a non-governmental campaigns or activities via social media, uploading photos or videos shot by themselves on non-recreational latest events, creating or signing on a petition online, and attending a political meeting with a weighted mean of 1.70, 1.77, 1.80 and 1.83 respectively. These findings are consistent with the United Nations (UN) analysis that the young generation's participation in formal political processes continues to be limited and neglected from mainstream politics and decision-making. Due to a lack of expertise and experience, they struggle to participate in civic activism. Additionally, those under the age of 30 are less likely to be members of political parties than older persons, according to the United Nations Global Youth Report 2016.

Table 2

Senior High School Students' Level of Awareness on Public or Social Issues

| Indicators | WM | VI |
|---------------------------------------|-------------|--------------------|
| Corruption | 3.82 | Fully Aware |
| Poverty | 3.80 | Fully Aware |
| Drugs | 3.79 | Fully Aware |
| Crimes and violence | 3.79 | Fully Aware |
| Over population | 3.77 | Fully Aware |
| Unemployment | 3.70 | Fully Aware |
| Homophobia (LGBTQ+ discrimination) | 3.69 | Fully Aware |
| Child labor (a form of child abuse) | 3.61 | Fully Aware |
| Lack of adequate health care services | 3.53 | Fully Aware |
| Racism/xenophobia | 3.50 | Fully Aware |
| Terrorism | 3.37 | Fully Aware |
| Prostitution | 3.34 | Fully Aware |
| Composite Mean | 3.64 | Fully Aware |

Legend: 3.26-4.00 Fully aware 2.51-3.25 Aware 1.76-2.50 Not aware 1.00-1.75 Fully not aware

Table 2 displays the level of awareness of senior high school students regarding societal issues focused on public and social issues. The table indicates the respondents' full awareness when it comes to public issues such as corruption as it has the highest weighted mean of 3.82, while prostitution with the lowest weighted mean of 3.34 that indicates a full awareness of the respondents. Overall, youth are fully aware about the public and social issues of the country maintained with the composite mean of 3.64. These results are related to the statement of Medina (2019) that the public has witnessed young people expressing their stand on a variety of socio-political issues. Youth are usually involved in defining today's and tomorrow's politics, making use of the rights and wisdom that they have. Social media platforms allow them to make their voices heard louder and more effectively, which aids the government in responding more effectively to the country's rising concerns.

Table 3

Senior High School Students' Radical Involvement in terms of Political Involvement

| Indicators | WM | VI |
|--------------------------------------------------------------------------------------------------|-------------|---------------|
| I discuss politics with friends or colleagues. | 2.54 | Sometimes |
| I sign petition letters. | 2.01 | Rarely |
| I had written an article, e.g., in a student's newspaper, organization journal, or the internet. | 1.97 | Rarely |
| I voted in elections. | 1.87 | Rarely |
| I bought certain products for political, ethical or environmental reasons. | 1.82 | Rarely |
| I attended a public meeting dealing with political or social issues. | 1.82 | Rarely |
| I had written or forwarded a letter/an email with a political content. | 1.68 | Never |
| I held a political speech. | 1.64 | Never |
| I distributed leaflets with a political content. | 1.64 | Never |
| I donated money to support the work of a political group or organization. | 1.63 | Never |
| I join demonstrations that are not organized by party officials. | 1.61 | Never |
| I wore a badge with a political message. | 1.55 | Never |
| I contacted a politician. | 1.54 | Never |
| I contact official media to cover the event. | 1.51 | Never |
| I boycotted certain products for political, ethical or environmental reasons. | 1.51 | Never |
| Composite Mean | 1.76 | Rarely |

Legend: 3.26-4.00 Always 2.51-3.25 Sometimes 1.76-2.50 Rarely 1.00-1.75 Never

Table 3 displays the level of radical involvement of the senior high school students in the aspect of political participation. Respondents are sometimes discussing politics with friend or colleagues has the highest weighted mean of 2.54. Correspondingly, signing petitions letters, writing an article related into politics, voting in elections and purchasing certain products for political, ethical or environmental reasons has a high weighted mean of 2.01, 1.97, 1.87, and 1.82 respectively. These results imply that students are participating in politics through social media platforms sometimes and rarely only. These results contradict the findings of Bartoldes (2007) that many young people are actively involved in politics and activism through the use of digital platforms for establishing social good and community development. Although most of the people use social media to raise public awareness and mobilize support for the government's response (Medina, 2019), the current study showed limited participation of the senior high school students on these issues. Furthermore, the results also contradict the findings of Chatora (2012) that they utilize social media to express their political views, enforce their rights, and influence the political system.

On the other hand, the respondents never boycotted certain products for political, ethical or environmental reasons and never contacted official media to cover the event has the lowest weighted mean of 1.51. Moreover, donating money to support the work of a political group or organization, joining demonstrations that are not organized by party officials, wearing a badge with a political message, approaching politicians and official media to cover the event, and contacted a politician has a low weighted mean which are 1.63, 1.61, 1.55, and 1.54, respectively. The results suggest that students avoid participating in political discussion in fear of being exploited using their identity and their respective opinions regarding such matters. Many adolescents are often cautious of being criticized for their actions which then leads them to be uninterested in participating in topics and discussions that can harm their image as well. With that, with a composite mean of 1.76, the data from the table clearly exhibits this fact as most of the answers are within the range of 'rarely' which shows the hesitation and reluctance of the students in political involvement.

These results are consistent with Velasco's (n.d.) documentation of reports from 1996 to 2002 on Filipino youth's political participation, which indicated the youth's negative attitude toward being responsible voters. Their minimal participation in the form of social involvement, and their lack of awareness about governance processes had remained unchanged. The study also

found out that the youth's decision to stay uninvolved was reportedly based on concerns that their engagement might adversely affect their academic performance. Likewise, they thought that participating in politics was meaningless, or that they would be branded as communists if they did (Velasco, n.d.).

Table 4

Correlation Between the Respondents' Social Media Exposure and Level of Awareness on Societal Issues

| | | | Social Issues |
|-------------------------------------------|--|---------------------|----------------------|
| Respondents' Social Media Exposure | | Pearson Correlation | .088 |
| | | Sig. (1-tailed) | .192 |
| | | N | 100 |

*. Correlation is significant at the 0.05 level (1-tailed).

**. Correlation is significant at the 0.01 level (1-tailed).

Table 4 presents the correlation between the respondents' social media exposure and their level of awareness regarding societal issues in the country. At 0.05 level of significance, the respondents' social media exposure is not significantly related to their awareness of social issues ($r = .088$). Therefore, there is no direct relationship between the variables. These results suggest that the social media exposure do not affect the involvement and participation of the respondents in regards to the controversial issues that occur within the nation which indicates that the participants often join political discussions through their own interest and choice. This asserts the findings of Chatora (2012) that political participation pertains to the numerous platforms through which citizens may express their political views, exercise their rights, and influence political processes. It also supports the analysis of Bakker and de Vreese (2011) on the downtrend in political interest and electoral participation among young people across established democracies. However, the results contradict the studies of Ahmad et al. (2019) that the majority of students utilize social media for political awareness and knowledge and Diamond (2010) that social media expand social, economic, and political liberty. It affirms Breuer and Groshek (2014) that the platforms provide multiple options for disseminating and retrieving any political-related information, as well as providing, every Internet user with a variety of complimentary access to political information, and activity efficiently in terms of time, money, and effort. Although the

exposure of youth in social media regarding political issues did not influence nor motivate them, the participants are still aware enough on several concerns in the country.

Table 5

Correlation Between the Social Media Exposure and Political Involvement

| | | Political Involvement |
|-------------------------------------------|---------------------|------------------------------|
| Respondents' Social Media Exposure | Pearson Correlation | .587** |
| | Sig. (1-tailed) | .000 |
| | N | 100 |

*. *Correlation is significant at the 0.05 level (1-tailed).*

***. Correlation is significant at the 0.01 level (1-tailed).*

Table 5 displays the correlation between the respondents' social media exposure and their level of radical involvement. At 0.01 level of significance, the respondents' social media exposure is significantly related to political participation ($r = .587$). These results denote that as the respondents' social media exposure increases, the respondents' political participation also increases. These results are similar to the study of Zúñiga et al. (2012) in the United States that people's social capital, civic and political participation are significantly influenced by their ability to obtain information through social networking sites. Relative to the explanation of Milakovich (2010) that exposure to social media increases the citizen participation in the political environment. This was further explained by Diamond (2010) that social network media provides multi-way forms of communication channels compared with other mass media. With a positive correlation between social media exposure and political involvement, this study affirmed the studies of Kim and Chen (2016) that social networking has a substantial influence on netizens' political and social learning and Kahne and Bowyer (2018) that social networking has a notable political impact on individuals in a wider geographic area. It was relatively clear that new media is consistently used to gather political data, express personal views on it, and engage in discussions on political issues with their peers and others in the community (Hampton, Shin, & Lu, 2017).

5. Conclusion

Youth is indeed a powerful force of the society when it comes to the democratic aspect of the country particularly in this day and age. With their young minds, youth exemplify a strong perspective to make the nation enhanced. This study found out the relevance of exposure on social media regarding politics involving social issues, criticism and public demands. The results further support a no significant relationship between the respondents' social media exposure and their level of awareness regarding societal issues in the country while there is a significant relationship between the respondents' social media exposure and their level of radical involvement.

This research demonstrated how a broader and more advanced understanding of youths' radical political participation associated with more comprehensive measures of social media use can help better understand the role of digital platforms in influencing political participatory behavior and awareness among the internet generation. As a democratic country, the youth's exposure to political and social issues develops early awareness on situations that prompt actions. With the power of the social media, the platform should be used to educate more youth on the issues that directly or indirectly affect their growth and development. As such, schools must consider social media as an informal platform to offer different model of social education.

Due to the depth of the topic, the study has some limitations including selection of the samples which may severely affected homogeneity of the responses. Thus, it is recommended that further research could focus on different aspects and examine why youth are apathetic and disengaged in political processes in the digital age or focus on the impact of specific social media platforms (i.e., Facebook, Twitter) to better understand how this affects the political behaviors and awareness of youth.

References

- Ahmad, et al. (2019). The use of social media on political participation among university students: An analysis of survey results from rural Pakistan. *SAGE Open*, 9(3), 21. <https://doi.org/10.1177/2158244019864484>
- Bakker, T. P., & de Vreese, C. H. (2011). Good news for the future? Young people, internet use, and political participation. *Communication Research*, 38(4), 451–470. <https://doi.org/10.1177/0093650210381738>

- Bartoldes, B. (2007). *Youth as agents for change. A documentation of the Friedrich-Ebert-Stiftung's youth programs in Afghanistan, Pakistan and Sri Lanka*. <https://tinyurl.com/4bczbf92>
- Baumgartner, J. C., & Morris, J. S. (2010). *Myfacetube politics: Social networking web sites and political engagement of young adults*. <https://doi.org/10.1177/0894439309334325>
- Breuer, A., & Groshek, J. (2014). *Slacktivism or efficiency-increased activism? Online political participation and the Brazilian ficha limpa anti-corruption campaign*. <https://doi.org/10.4324/9780203361986-10>
- Chadwick, A., & Howard, P. N. (2008). *Routledge Handbook of Internet Politics*. Routledge. <https://doi.org/10.4324/9780203962541>
- Chatora, A. (2012). *Encouraging political participation in Africa: The potentials of social media platforms*. Africa Portal. <https://tinyurl.com/4hbmjfr>
- Diamond, L. (2010). Liberation technology. *Journal of Democracy*, 21(3), 69–83. <https://tinyurl.com/3fefyp89>
- Hampton, K. N., Shin, I., & Lu, W. (2017). Social media and political discussion: when online presence silences offline conversation. *Information, Communication & Society*, 20(7), 1090-1107. <https://doi.org/10.1080/1369118X.2016.1218526>
- Kahne, J., & Bowyer, B. (2018). The Political Significance of Social Media Activity and Social Networks. *Political Communication*, 35(3), 470-493. <https://doi.org/10.1080/10584609.2018.1426662>
- Keating, A., & Melis, G. (2017). Social media and youth political engagement: Preaching to the converted or providing a new voice for youth? *The British Journal of Politics and International Relations*, 19(4), 877–894. <https://doi.org/10.1177/1369148117718461>
- Kemp, S. (2021). *Global digital insights*. Data reportal. <https://tinyurl.com/48kn9h8d>
- Kim, Y., & Chen, H.-T. (2016). Social media and online political participation: The mediating role of exposure to cross-cutting and like-minded perspectives. *Telematics and Informatics*, 33(2), 320–330. <https://doi.org/10.1016/j.tele.2015.08.008>
- Lamb, K. (2019). *Philippines tops world internet usage index with an average 10 hours a day*. The Guardian. <https://tinyurl.com/bfbybysf>
- Lee, S. (2017). *Digital democracy in Asia: The impact of the Asian internet on political participation*. <https://tinyurl.com/hzktvum6>
- Lim, N. (2009). Novel or novice: Exploring the contextual realities of youth political participation in the age of social media. *Philippine Sociological Review*, 57, 61-78. <https://tinyurl.com/fdsrxrny>
- Mahin, N., Hamideh, G., & Fereshteh, G. (2017). Snowball sampling: A purposeful method of sampling in qualitative research. *Strides Dev Med Educ*, 14(3). <https://doi.org/10.1007%2Fs10488-013-0528-y>
- McCombes, S. (2019). Correlational research | Definition, methods and examples. Scribbr. <https://tinyurl.com/72rpbksk>

- Medina, M., & Diestro, J. (2009). The youth speak: Forms, facilitators and obstacles to their political participation. *Philippine Journal of Psychology*, 42(2), 291–313. <https://tinyurl.com/byvbce5z>
- Milakovich, M. E. (2010). The Internet and increased citizen participation in government. *eJournal of e-Democracy and Open Government*, 2(1), 1-9. <https://tinyurl.com/7smj3waf>
- Okoro, N., & Nwafor, K. A. (2013). Social media and political participation in Nigeria during the 2011 general elections: The lapses and the lessons. *Global Journal of Arts Humanities and Social Sciences*, 1(3), 29-46. <https://tinyurl.com/4ucr4aa4>
- United Nations for Youth, *World youth report on youth civic engagement* (2016). Un.org. <https://tinyurl.com/248nktx4>
- Velasco, D. (n.d.). *Rejecting old-style politics? Youth participation in the Philippines*. <https://tinyurl.com/2vyznzhy>
- Wang, J. (2013). Pearson correlation coefficient. *Encyclopedia of Systems Biology*, 1671–1671. https://doi.org/10.1007/978-1-4419-9863-7_372
- Yusingco, M. (2020). *Social media and democracy in the Philippines*. Griffith. <https://tinyurl.com/brhmmfzc>
- Zúñiga, H., Jung, N., & Valenzuela, S. (2012). Social media use for news and individuals' social capital, civic engagement and political participation. *Journal of Computer-Mediated Communication*, 17(3), 319-336. <https://doi.org/10.1111/j.1083-6101.2012.01574.x>

Modern-Day Heroes Amidst the Pandemic: Health Risk, Life Satisfaction and Death Anxiety of Front-liners

¹Krista Kamil R. Zaracena & ²Livien U. Ciabal

Abstract

COVID-19 pandemic has brought the nation's capital healthcare system into its critical mass, leaving the front-liners at significant risk while sacrificing their lives to fight against the COVID-19. This study aimed to determine the relationship between the front-liners' profile, health risk, life satisfaction, and death anxiety. This study utilized a quantitative, descriptive-correlational design and a purposive sampling technique that involved 100 front-line healthcare workers from Tayabas, Quezon. Instruments were researcher-made questionnaires, validated by experts, and underwent pilot testing. These include the personal information sheet, health risk questionnaire, physical and mental health risk, and the death anxiety questionnaire. To find the relationship between variables, Pearson's correlation coefficient was used. Results indicated that relationship between death anxiety and the respondents' profile was not significant except for the years of employment, which has a significant inverse relationship. Meanwhile, both the physical health risk and death anxiety and mental health risk and death anxiety have significant relationships. However, life satisfaction and death anxiety has a significant inverse relationship. This study suggests providing intervention to prevent death anxiety by improving the front-liners' physical, mental health, and life satisfaction.

Keywords: COVID-19, pandemic, health risk, life satisfaction, death anxiety, front-liners

Received: August 31, 2021

Revised: February 8, 2022

Accepted: February 22, 2022

Suggested Citation: Zaracena, KR. & Ciabal, L.U. (2022). Modern-Day Heroes Amidst the Pandemic: Health Risk, Life Satisfaction and Death Anxiety of Front-liners. *International Review of Social Sciences Research*, Volume 2 Issue 1, pp. 61- 79. DOI: <https://doi.org/10.53378/352879>

About the authors:

¹Student, Laguna State Polytechnic University-San Pablo City Campus

²Co-author/Research Advisor. Instructor, Laguna State Polytechnic University-San Pablo City Campus

* This paper is a finalist in the ILARI Research Competition (IRC) – 2021 Category 2 – Undergraduate



1. Introduction

Despite having the longest lockdown globally, the cases of COVID-19 continue to rise in the Philippines. Based on the World Health Organization statistical record, as of December 01 2020, there were 432,925 confirmed cases in the Philippines, with 8,418 deaths. Presently, people have been living with a threat of death and uncertainties. To control and prevent the virus from spreading, President Rodrigo Duterte places the entire Luzon under an enhanced community quarantine; which implies a force of total lockdown and suspension of activities and business at school. "Work from home was implemented within the Executive branch to avoid further socialization, except for the PNP, AFP, PCG, health, and emergency front-line services, border control, and other critical services that ensure a skeletal workforce." (Official Gazette, 2020). Hence, during this pandemic, front-liners have a significant role in fighting against COVID-19; that is why they are hailed as the country's modern-day heroes. As the healthcare workers quip *"to the call of duty while struggling with fear and anxiety"* (Kinder, 2020).

Front-liners do not feel like being celebrated as heroes, but as soldiers, they have no choice but to follow the order in waging war. They argued that the nation's capital healthcare system had reached a critical mass. As a consequence, they were putting their physical and mental health at risk. Aside from constant exposure to the virus and death, they have experienced burnouts, under pressure, stress, insomnia, denial, anguish, and fear. (Rana et al., 2020). While dealing with the country's healthcare system and their health, the life satisfaction of the front-liners has become challenging. They felt fulfilled in their work as they serve the nation. They also have experienced a noble purpose in life. De Pedraza et al. (2020) describes that those healthy people, with a paid job, having a great relationship with their family and friends, and suffering less from loneliness report high satisfaction in life. On the other hand, the pandemic outbreak threatens human life satisfaction. Other front-liners feel less satisfied because they want to achieve more in life. Nurses plan to work abroad because of the insufficient salary they received (Salud, 2020). They do not feel fulfilled in their work because they feel threatened by this ongoing pandemic; they also feel less satisfied as they deserve a better salary, a healthcare system, and benefits.

As the pandemic reports high cases of mortality, death anxiety gradually arises too. It reflected this idea in laboratory findings during the Ebola virus outbreak that happened in the past, demonstrating that virus outbreaks had increased the accessibility of death-related thoughts (Arrowood et al. 2017). Moreover, life satisfaction was not only threatened but also could

influence death anxiety. If one can find meaning or purpose in life, death anxiety is believed to show less effect. If they have not and cannot achieve any meaningful activity in their lives, the likelihood of death anxiety has developed. Healthcare workers deal with their mortality and the inevitability of more death.

While there have been empirical attempts to examine death anxiety, little is known to explore healthcare workers' death anxiety amidst the pandemic. So far, most studies are focused on healthcare workers' depression and anxiety during this pandemic. This study focused on the less recognized type of anxiety or fear: death. Likewise, in the Philippines, there are limited studies regarding death as it is always a taboo, bad omen, and should not be discussed at all (M.B. Lifestyle, 2020). It often causes an uncomfortable amount of silence in Filipino society. It is one of the sensitive topics that people tend to suppress, and as a result, people who developed death anxiety could not undergo proper intervention. By refusing to acknowledge death inevitability, people neglect the purpose of life and live unfulfilled lives (Grimwald, 2015). Hence, this study argues that front-liners may have developed death anxiety, and acknowledging it is necessary to provide proper intervention. Furthermore, this study intended to understand and explore the health risk and life satisfaction that could influence death anxiety and its relationship. Thus, it may contribute to psychology and health as it provides new and more learning information that investigates the current situation that the front-liners have been experiencing amidst the pandemic. It is hoping to address the issues in the healthcare system in the Philippines.

2. Literature review

2.1. Health Risk

Sabillo (2020) points out that despite the risk caused by COVID-19, millions of medical front-liners around the world continue to go to work while risking their lives to save and protect others. However, in the Philippines COVID-19 cases hit almost 13,000 healthcare workers. This accounted for 20% of the overall number of COVID-19 cases. As of December 2020, 76 healthcare workers have died. Likewise, a similar observation by Liu et al. (2020), the cases of COVID-19 have infected 30 healthcare workers, including 20 doctors and eight nurses in a hospital. Of these, 26 had a mild infection, and 4 had a severe infection, and they were all exposed to the virus. Not only the Philippines report the cases of front-liners, Ng et al. (2020) from Singapore recorded the outcome of 41 healthcare workers exposed to a COVID-19 pneumonia patient before a diagnosis

of COVID. Despite the exposure, none of the 41 healthcare workers developed COVID-19 because all the healthcare workers were wearing surgical and N-95 masks.

In Wuhan, China, Kang et al. (2020) described that healthcare workers have been experiencing excessive pressure and facing a high risk of infection and insufficient protective gear from contamination of the virus. They also experienced overwork, frustration, discrimination, having patients with negative emotions and attitudes, exhaustion, isolation, and lack of contact with their families. This difficult situation is causing mental health problems such as stress, insomnia, anxiety, depressive symptoms, denial, anger, and fear. Moreover, these mental health problems affect the healthcare worker's attention, understanding, and decision-making ability, which might hinder the fight against COVID-19 and could have a lasting effect on their overall well-being.

In the study conducted by Torrentira (2020), qualitative data expressed the struggles of medical front-liners in the Philippines and found medical front-liners have experienced emotional stress and despair, caused by the uncertainties when the crisis will end. The surge of patients and the vast amount of suspected cases exhaust them. Leaving medical front-liners with no choice but to care for patients, they also have developed anxiety and paranoia due to carrying the weight of saving lives at their own expense. Furthermore, front-liners have developed a fear of spreading the virus to their families. Nicomedes et al. (2020) discussed that Filipino front-liners have experienced fear of spread, which includes the fear of acquiring the COVID-19 virus and spreading it at work and to family members as a result of continued reporting to work. They worry about their family; and one of their primary concerns is contracting the virus, which could infect their parents or any other old member of their family.

There is also a tremendous amount of health risks because of a lack of health personnel, medical supplies, and facilities. Amnesty International (2021) discussed that healthcare access is still in a critical state. Healthcare workers have warned that hospitals are becoming overcrowded because of a lack of beds and health personnel. Health care workers also deal with unpaid benefits and a shortage of medical-grade personal protective equipment (PPE). Emerlynn Gil, Amnesty International's Deputy Regional Director, mentioned that it is saddening to see large numbers of ambulances and private vehicles lining the streets outside hospitals. Inside, there are people with COVID-19 and their families, some of whom are dying while waiting for medical attention.

Meanwhile, other patients have transferred to medical facilities hundreds of kilometers away, only to be turned away because of a lack of healthcare capacity.

2.2. Life Satisfaction

The healthy people, with a paid job, having a great relationship with their family and friends and suffering less from loneliness report high satisfaction in life (De Pedraza et al. 2020). Consequently, Sadang (2020) concluded that although nurses' nature of work is challenging and risky, it brought them honor, privilege, and self-satisfaction. Most nurses acknowledged their worth as healthcare workers, despite the risks posed in their duties and responsibilities. They also stated that it was out of a passion for serving their countrymen, especially in this pandemic. However, Magsambol (2020) expressed that nurse's salary is never enough to cover their expenses, especially when supporting their family. Although the Salary Standardization Law has been signed, increasing the take-home pay of nurses, a ₱ 1,500 (\$29.72) increase is insignificant for someone raising and supporting a family. Lalu (2021) stated that health workers seeking pay hikes say nothing has changed since the pandemic started. The government allowed a wage increase for health workers by reclassifying their salary grades, but this did little to compensate for the rising day-to-day costs. Health workers' salaries are no longer adequate to meet their family's healthcare critical basic needs.

2.3. Death Anxiety

Doctors scored much lower death anxiety than nurses. As reasoned by Jonasen and O'Beirne (2015), doctors spend less time with their patients; therefore, they have less death anxiety than nurses who are arguably more "hands-on." A hospice nurse usually spends more time with the patient, providing help with a constant, emotionally supportive presence, not just with medical and personal treatment. A nurse is also one of the healthcare workers most likely present when a patient takes his or her final breath. Thus, these factors could increase the death anxiety of a healthcare worker.

An article "*Death anxiety among emergency care workers*" explains why emergency nurses, paramedics, and other urgent care personnel can experience death anxiety. It shows that emergency and unscheduled healthcare personnel such as emergency nurses and paramedics were continually reminded of death and mortality because of their work, making them more vulnerable to death anxiety. Even though emergency nurses and paramedics may not be aware of death

anxiety, they have been exposed to it in their everyday practices (Brady, 2015). Similarly, Newton-John et al. (2020) explain that COVID-19 presents different challenges to humans due to the constant reminders of mortality and death. The ever-present image of death, daily updates about the transmission of the virus, and other cues to death, such as face masks, suggested that we are practically living in an ongoing and global mortality salience study. Accordingly, Saeed and Bokharey (2016) found in a study that life satisfaction was inversely related to death anxiety, thus life satisfaction has a negative relationship with death anxiety. In addition, it was reported that high death anxiety was associated with less life satisfaction in comparison with people who had low death anxiety.

2.4. Theoretical framework

The terror management theory by Greenberg et al. (1986) is the leading psychological framework for explaining the effect of fear of death on human behavior. It focused on the role of awareness of death. Terror management theory also addressed the fact that when one is reminded of their mortality, they tend to increase one's sense of responsibility and defense of worldview, self-esteem, and relationships with others. Furthermore, when these aspects of life are confronted, people are more vulnerable to death-related thoughts, which leads to death anxiety.

In times of global pandemic, terror management theory describes people living with the threat of death from a pandemic. They also experience worldwide challenges, mental health, and hindrances to career goals. In addition, being far away from family members and friends who constantly validate one's significance is currently far more difficult to deal with death anxiety. This pandemic has raised awareness of everyone's vulnerability. As a result, it has magnified death anxiety. A recent study found that anxiety and fear of individuals regarding one's physical health and well-being have increased during this pandemic (Jungmann & Witthöft, 2020).

With the presumption that death anxiety increases because of an awareness of death, the current study was anchored on the terror management theory. It explains that as individuals become more aware of death's inevitability, they will instinctively try to suppress it out of fear; otherwise, they will confront it, leading to more vulnerable death-related thoughts. Aside from this, terror management theory explained that it is hard for the front-liners to manage death anxiety terrors during this pandemic. In defense, they thought about the sense of purpose in their work. In their line of work, they are constantly reminded of death and their mortality, it triggers their death-

related thoughts. Thus, without having proper intervention in handling this condition, they are at the utmost significant risk of developing death anxiety.

Another theory is the Psychosocial theory by Erik Erikson (1982). The last stage in the theory is “Integrity vs. Despair,” describes that when people grow older, they will progress through a sequence of stages related to a crisis. The theory encompasses the idea that once individuals reach the latest stage of life, they reach the level entitled “ego integrity.” In this stage, people contemplate their accomplishments and can develop integrity if they perceive themselves as living a prosperous and contented life. Hence, when a person can discover meaning or purpose in their life, they have achieved the stage of integrity. When a person has acquired this level of ego integrity, it reports feeling less influenced by death anxiety. In opposition, when individuals view their lives as a series of failed and wasted opportunities, they do not achieve the ego integrity stage. Thus, they feel a sense of despair and will exhibit a potent influence on death anxiety.

The attitude concerning death is demonstrated through the last stage of the perspective of psychosocial theory. This is the stage of reflection wherein one can either build a high life satisfaction and accomplishment, resulting in approaching death with peace and acceptance. Contrarily, they develop a sense of despair and sorrow over missed opportunities and wasted time, leading to fear of dying and approaching death with dread. Thus, life satisfaction was analyzed using psychosocial theory as COVID-19 also challenges the life satisfaction of front-liners.

3. Methodology

3.1. Research Design

This study utilized the quantitative research method that describes a systematic investigation of phenomena by gathering quantifiable data and performing statistical methods and treatment. It also employed the descriptive-correlational research design to determine the possible relationship of the independent variable (the profile of the respondents, health risk, and life satisfaction) with the dependent variable (death anxiety).

3.2. Sample and Sampling Technique

A purposive sampling technique was utilized through a prepared criterion intended for front-liners who are healthcare workers from Tayabas, Quezon. Purposive sampling is a non-probability sampling based on the characteristics of a population and the purpose of the study. Hence, front-liners who works in a healthcare setting are selected as they are the one who is directly fighting against COVID-19.

There were 100 healthcare workers as participants of the study. Among 100 respondents, the majority of the respondents were nurses (56%), 21 – 33 years old (71%), female (75%), single (77%), and Roman Catholic (86%) with 1 to 10 years of employment (87%).

3.3. Research Instrument

All the instruments used in conducting the study were researcher-made questionnaires, validated by experts, and underwent pilot testing. The questionnaires were pilot-tested through an online survey to 20 healthcare workers who are not actual respondents. Using Cronbach alpha, the reliability was tested. The research instrument has four parts: the personal information sheet; the health risk questionnaire, which comprises 2 factors, the physical and mental health risk with a 0.889 reliability score (*good reliability*); the life satisfaction questionnaire with 0.852 reliability score (*good reliability*); and the death anxiety questionnaire with 0.918 reliability score (*excellent reliability*). For interpreting the score, a 4-point Likert scale was used.

3.4. Data Gathering Procedure

The survey was administered through an online platform. The respondents were reached through their emails and Facebook messengers to seek voluntary participation on the survey. Informed consent was attached to the Google form survey including the purpose of the study and a declaration that results were to be used for educational purposes only. The first phase of the questionnaire administration was on the personal network. The Google form link was sent to the consented participants. In order to reach the quota sample, the second phase – snowball approach – was implemented. The respondents were asked to refer their colleagues to become respondents. The study treated the gathered data confidentially.

3.5 Data Analysis

The data were processed using the Statistical Package for the Social Sciences (SPSS). Statistical treatments used were frequency, percentage, mean, and Pearson's correlation coefficient. The Pearson's correlation coefficient was used to measure the correlation to determine the magnitude and direction of the relationship between the profile of the respondent and death anxiety, the relationship between health risk and death anxiety, and the relationship between life satisfaction and death anxiety.

4. Findings and Discussion

Table 1

The Front-liners' Physical Health Risk

| | Indicators | M | SD | VI |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|----------------|
| 1. | Our hospital/workplace experiences a shortage of PPE. | 2.79 | 0.71 | Agree |
| 2. | I feel unsafe with the extended work shift hour and duration I have to work. | 2.98 | 0.92 | Agree |
| 3. | Our hospital/workplace experience a shortage of testing kits and medical supply. | 2.72 | 0.74 | Agree |
| 4. | Due to the lack of facilities, rooms, and beds to cater to probable COVID-19 patients, I feel I'm at risk of being infected by the virus. | 3.3 | 0.75 | Strongly Agree |
| 5. | Our hospital experience a lack of Manpower such as Medical Personnel and Medical professionals. | 3.36 | 0.79 | Strongly Agree |
| 6. | Our hospital/workplace experiences challenges in providing precautionary safety measures. | 2.99 | 0.80 | Agree |
| 7. | We encounter problems and challenges in enforcing social distancing in our workplace. | 2.94 | 0.81 | Agree |
| 8. | Our hospital/workplace provides inadequate rest hours. | 2.67 | 0.84 | Agree |
| 9. | We encounter problems with dishonesty and the non-cooperation of patients in giving information. | 3.5 | 0.70 | Strongly Agree |
| 10. | I have been continuously exposing to a probable and increasing number of COVID-19 patients. | 3.31 | 0.77 | Strongly Agree |
| | Overall | 3.06 | 0.43 | Agree |

Legend: 4.00-3.26 = Strongly Agree; 3.25-2.51 = Agree; 2.50-1.76 = Disagree; 1.75-1.00 = Strongly Disagree

Table 1 shows the level of health risk in terms of physical health risk of the respondents. Indicator 9 has the highest mean score of 3.5 and a standard deviation of 0.70, which means a *very high level* of physical health risk. The result shows that the respondents *strongly agree* that they encounter dishonesty and non-cooperation of patients in giving information. Thus, it implies that

dishonesty and non-cooperation of patients could lead to a significant physical health risk factor to the front-liners. This coincides with Torrentira (2020) on the struggles of medical front-liners with the dishonesty and non-cooperation of patients during interviews upon checking them. Because out of fear of being admitted, some of the patients do not reveal correct information upon the interview. In some cases, patients do not cooperate with medical front-liners. This is a crucial part because, when the patient is found positive, contact tracing must need to be undertaken. With the dishonesty and non-cooperation, it is hard for them to establish correct intervention to address the situation because they should know accurate information about the patient.

Meanwhile, indicator 8 has the lowest mean score of 2.67 and a standard deviation of 0.84, which means a *high level* of physical health risk. According to the result, the respondents *agree* they experience inadequate rest hours. Even though it has the lowest mean score, the level of physical health risk was *high*. Hence, it signified that front-liners comprise their physical health due to the physical health risk of having inadequate rest hours. Moreover, with an overall weighted mean of 3.06 and a standard deviation equivalent of 0.43, the respondents have a *high level* of health risk in terms of physical health risk. Thus, it implies that the respondents *agree* on the following: the problem with dishonesty and non-cooperation of patients, lack of manpower and facilities, been continuously exposed to the virus, challenges in providing pre-cautionary safety measures, feeling unsafe with the extended work shift, inadequate rest works and the shortage of PPE and medical supplies.

This experience was due to the nature of the work of the front-liners that could lead to risking their lives, especially their physical health. As Shaukat et al. (2020) concluded that healthcare workers are at risk for developing physical and mental health consequences due to their role in providing care to patients with COVID-19.

Table 2 presents the level of health risk in terms of the mental health risk of the respondents. Indicator 6 has the lowest mean score of 1.69 and a standard deviation of 0.99, which means a *low level* of mental health risk. The result shows that the respondents *disagree* on engaging in substance use, such as drinking and smoking. Even though front-liners face immense stress at work, their coping mechanism does not involve engaging in substance use, such as drinking alcohol and smoking. For front-liners, engaging in substance use could only lead to more health risk factors. Since they are healthcare workers, they know the adverse effect of engaging in substance use. As cited in an article "*Substance Abuse in Health Care Professionals*" (2015), healthcare workers are

highly known to be the champion of health habits and lead healthier lifestyles than the general population with lower rates of smoking and higher rates of exercise.

Table 2

The Front-liners' Mental Health Risk

| | Indicators | M | SD | VI |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|----------------|
| 1. | Because of the pandemic crisis, I have experienced trouble falling or staying asleep | 2.8 | 0.86 | Agree |
| 2. | I worry that I may carry the COVID-19 virus when I get home and infect my loved ones. | 3.83 | 0.45 | Strongly Agree |
| 3. | Due to the feeling of under pressure, I have experienced mental burnout. | 3.08 | 0.86 | Agree |
| 4. | I feel despair and down by the uncertainties when this pandemic would end. | 3.12 | 0.79 | Agree |
| 5. | I experienced breathing difficulties such as rapid heartbeat and shortness of breath during and after work. | 2.31 | 0.98 | Disagree |
| 6. | I engage in substance use (drinking alcohol, smoking) | 1.69 | 0.99 | Disagree |
| 7. | With the continuously increasing number of COVID-19 cases, I over think or am not able to control worrying about what worst thing could happen to me during this pandemic. | 3.03 | 0.87 | Agree |
| 8. | I have faced stigma from my community because of my profession. | 2.75 | 0.86 | Agree |
| 9. | With an overwhelming workload, I feel exhausted at the end of the day. | 3.27 | 0.78 | Strongly Agree |
| 10. | I feel anguish with the inadequate support from the government. | 3.58 | 0.68 | Strongly Agree |
| Overall | | 2.95 | 0.43 | Agree |

Legend: 4.00-3.26 = Strongly Agree; 3.25-2.51 = Agree; 2.50-1.76 = Disagree; 1.75-1.00 = Strongly Disagree

The front-liners also experienced mental health risks because of the possibility of exposure and contact with the virus. They fear for their family's health security and constantly worrying about their safety as well. Thus, these experiences lead to anxiety and over thinking.

Indicator 2 has the highest mean score of 3.83 and a standard deviation of 0.45, which means a *very high level* of mental health risk. It denotes that the respondents *strongly agree* that they worry they may carry the COVID-19 virus when they get home and infect their loved ones. Hence, most front-line nurses experienced fear of COVID-19. They were also afraid of spreading the virus to their family because of the highly contagious nature of the COVID-19 virus (Villar et al., 2021). Similar to the explanation of Nicomedes et al. (2020), Filipino front-liners had experienced fear of spread, which includes the fear of acquiring the COVID-19 virus and spreading it at work and to family members as a result of continued reporting to work.

An overall weighted mean of 2.95 and a standard deviation equivalent of 0.43 reveal that the respondents have a *high level* of health risk in terms of mental health risk. Thus, it implies that

the respondents *agree* on the following symptoms of psychological distress, depression, anxiety, burnouts, insomnia, exhaustion, pressure anguish, and stigma. This supports the discussion of Kang et al. (2020) on the fight against COVID-19 in Wuhan, China.

Table 3

The Front-liners' Level of Life Satisfaction

| | Indicators | M | SD | VI |
|-----|-----------------------------------------------------------------|-------------|-------------|-------------------|
| 1. | I have gotten important things I want in life. | 2.72 | 0.74 | Agree |
| 2. | I am contented with what I have become as a person. | 2.86 | 0.73 | Agree |
| 3. | I have a sense of fulfilment and honor in my nature of work. | 3.22 | 0.60 | Agree |
| 4. | I spent adequate and meaningful quality time with my family. | 2.54 | 0.87 | Agree |
| 5. | My salary is more than enough to cover all expenses. | 1.54 | 0.73 | Strongly Disagree |
| 6. | I am healthy and have a healthy lifestyle. | 2.69 | 0.80 | Agree |
| 7. | I see my purpose in life. | 2.93 | 0.83 | Agree |
| 8. | I receive unconditional love and acceptance from my loved ones. | 3.4 | 0.75 | Strongly Agree |
| 9. | I view myself as leading a successful life. | 3.23 | 0.78 | Agree |
| 10. | My friends and I are happy with each other's company. | 3.39 | 0.71 | Strongly Agree |
| | Overall | 2.85 | 0.49 | Agree |

Legend: 4.00-3.26 = Strongly Agree; 3.25-2.51 = Agree; 2.50-1.76 = Disagree; 1.75-1.00 = Strongly Disagree

Table 3 is the level of life satisfaction of the respondents. Indicator 5 has the lowest mean score of 1.54 and a standard deviation of 0.73, which means *very low level* of life satisfaction. The results show that the respondents *strongly disagree* on the satisfaction concerning their salary. This is similar to the observation of Magsambol (2020) that nurse salary is never enough to cover their expenses, especially when supporting their family. As narrated by Lulu (2021) health workers seeking pay hikes but nothing has changed since the pandemic started.

Despite strong dissatisfaction with the respondents' salary, it shows that the respondents were very satisfied when it comes to receiving unconditional love and acceptance from their loved ones. Indicator 8 has the highest mean score of 3.4 and a standard deviation of 0.75, which means *very high level* of life satisfaction. It denote that the respondents *strongly agree* that they received unconditional love and acceptance from their loved ones. This is congruent with Papathanasiou et al. (2015) that mental health employees experience higher levels of general satisfaction and specifically higher satisfaction from family roles.

With an overall weighted mean of 2.85 and a standard deviation equivalent of 0.71, the respondents have *high level* of life satisfaction. Thus it implies that the respondents *agree* and have *high level* of life satisfaction with what they have attained and accomplished in life. The respondents also had a sense of fulfilment with their nature of work, view themselves as leading a successful life, and see their purpose in life. More so, they were satisfied in relationships with their loved ones and friends. This manifests the findings of De Pedraza et al. (2020) that healthy people, with a paid job, having a great relationship with their family and friends and suffering less from loneliness report high satisfaction in life. Similarly, the findings of Sadang (2020) clearly explain the nurses' nature of work as challenging and risky but brings honor, privilege, and self-satisfaction.

Table 4

The Front-liners' Level of Death Anxiety

| Indicators | | M | SD | VI |
|----------------|----------------------------------------------------------------------|-------------|-------------|----------------|
| 1. | I fear dying in a painful death. | 3.34 | 0.84 | Strongly Agree |
| 2. | I'm anxious that I might die as well in this time of the pandemic. | 3.02 | 0.90 | Agree |
| 3. | It scares me that I might die before I've completed all of my goals. | 3.22 | 0.85 | Agree |
| 4. | I have trouble falling asleep when thinking about death. | 2.6 | 0.94 | Agree |
| 5. | I worry about my death expenses will be a burden to my family. | 3.05 | 0.91 | Agree |
| 6. | I worry that my loved ones won't be by my side when I am dying. | 3.13 | 0.96 | Agree |
| 7. | I'm afraid of people in my family dying during this pandemic. | 3.72 | 0.51 | Strongly Agree |
| 8. | The thought of leaving my loved ones behind when I die scares me | 3.53 | 0.69 | Strongly Agree |
| 9. | I worry that I might die when I get infected by the virus. | 3.14 | 0.91 | Agree |
| 10. | I am afraid of dying from a life-threatening disease. | 3.48 | 0.69 | Strongly Agree |
| Overall | | 3.22 | 0.53 | Agree |

Legend: 4.00-3.26 = Strongly Agree; 3.25-2.51 = Agree; 2.50-1.76 = Disagree; 1.75-1.00 = Strongly Disagree

Presented in Table 4 is the level of death anxiety of the respondents. Indicator 7 has the highest mean score of 3.72 and a standard deviation of 0.51, which means a *very high* level of death anxiety. It denote that the respondents *strongly agree* they were afraid of people in their families dying during this pandemic. This pandemic has brought immense fear and anxiety, especially to the healthcare workers. The respondents are afraid they might be the carrier of the virus and could pass it on to their families. They do not just worry about themselves, but also for their families. This same scenario is described in the study of Gawrych et al. (2020). Moreover, this pandemic brought uncertainty and death anxiety to everyone. It implies that people are living

with the threat of death. The respondents become more aware of their mortality. Thus, this death anxiety made the respondents have experience trouble falling asleep when thinking about death.

Indicator 4 has the lowest mean score of 2.6 and a standard deviation of 0.94, which means a *high level* of death anxiety. Although it has the lowest mean score, it still has a high level of death anxiety. The result shows that the respondents *agree* they have experienced trouble falling asleep when thinking about death.

With an overall weighted mean of 3.22 and a standard deviation equivalent of 0.53, the respondents have a *high level* of death anxiety. Thus, with the nature of the work of the respondent and constant reminders of death cues, the respondents *agree* on the fear of the dying process, dying without completing their goals, and dying of their loved ones. The explanation of Brady (2015) fits the results of the study. Even though emergency nurses and paramedics may not be aware of death anxiety, they have been exposed to it in their everyday practices.

Table 5

The Relationship between Front-liners' Demographic Profile and Death Anxiety

| Profile | r-value | P-value | Interpretation | Decision |
|---------------------|---------|---------|-----------------|-----------------------|
| Age | -0.134 | 0.184 | Not Significant | Accept H ₀ |
| Sex | 0.023 | 0.819 | Not Significant | Accept H ₀ |
| Civil Status | -0.079 | 0.437 | Not Significant | Accept H ₀ |
| Religion | -0.009 | 0.927 | Not Significant | Accept H ₀ |
| Occupation | 0.036 | 0.723 | Not Significant | Accept H ₀ |
| Years of Employment | -0.237 | 0.018 | Significant | Reject H ₀ |

Legend: $P \text{ value} < 0.05$ – Relationship; $P \text{ value} > 0.05$ - No relationship; $P \text{ value} = 0.001-0.002$ High Relationship

Table 5 presents the relationship between demographic profile and death anxiety of the respondents. The result shows that all the factors have a *low correlation* in which it implies that age, sex, civil status, religion, occupation, and years of employment have little influence on the death anxiety of the respondents. However, the years of employment is significant which means that the sample results reflect something true of the population. In terms of years of employment, the p-value equaled to 0.018, which is less than 0.05, and the r-value equals -0.237, which is *negative*. Thus reject H₀. Hence, there is a *significant inverse relationship* and a *low correlation* between years of employment and death anxiety of the respondents. This implies that the respondents who have more years of employment are most unlikely to experience death anxiety than those who have fewer years of employment. Moreover, as the years of employment increase,

the front-liners already know how to handle death anxiety. This is the exact opposite of the study of Nia et al. (2016) which showed that less work experience for nurses was significantly more inclined to feel fear of death and avoidance.

Table 6

The Relationship between Front-liners' Health Risk and Death Anxiety

| Source of Variables | r-value | P-value | Interpretation | Decision |
|----------------------------------------|---------|---------|----------------|-----------------------|
| Physical Health Risk and Death Anxiety | 0.198 | 0.048 | Significant | Reject H ₀ |
| Mental Health Risk and Death Anxiety | 0.346 | 0.000 | Significant | Reject H ₀ |

Legend: P value < 0.05 – Relationship; P value > 0.05 - No relationship; P value = 0.001-0.002 High Relationship

Table 6 exhibits the relationship between health risk and death anxiety of the respondents. Physical health risk has a p-value of 0.048, which is less than 0.05, and an r-value of 0.198, which is positive. Thus reject H₀. Hence, there is a *significant positive relationship* and a *low correlation* between the physical health risk and death anxiety. In terms of the mental health risk, it has a p-value of 0.000, which is less than 0.05, and an r-value of 0.346, which is positive. Thus, reject H₀. Hence, there is a *significant positive relationship* and a *moderate correlation* between mental health risk and death anxiety. This result implies that both physical and mental health risks could influence death anxiety. Thus, it also connotes that as respondents become more exposed to physical and mental health risks they are most likely to experience death anxiety. The results affirm the study Nia et al. (2016) that nurses and other healthcare workers experience death anxiety as a negative affective state that is induced by mortality salience.

Table 7

The Relationship between Front-liners' Life Satisfaction and Death Anxiety

| Source of Variables | r-value | P-value | Interpretation | Decision |
|-------------------------------------|---------|---------|----------------|-----------------------|
| Life Satisfaction and Death Anxiety | -0.226 | 0.023 | Significant | Reject H ₀ |

Legend: P value < 0.05 – Relationship; P value > 0.05 - No relationship; P value = 0.001-0.002 High Relationship

Table 7 presents the relationship between life satisfaction and death anxiety of the respondents. Life satisfaction has a p-value of 0.023, which is less than 0.05, and r-value that is -0.226, which is *negative*. Thus, reject H₀. Hence, there is a *significant inverse relationship* and a *low correlation* between life satisfaction and death anxiety of the respondents. This implies that the two variables are exactly the opposite, which means respondents who have high life satisfaction

are more unlikely to experience death anxiety than those who have less life satisfaction or vice versa. This is the exact findings of Saeed and Bokharey (2016) that life satisfaction was inversely related to death anxiety.

5. Conclusion

This study showed that the level of front-liners' physical and mental health risk is both *high*. Similarly, the level of life satisfaction is *high*, and the level of death anxiety is also *high*. The tests of relationships proved *no significant relationship* between the level of death anxiety and the profile of the respondents in terms of age, sex, civil status, religion, and occupation thus *null hypothesis was accepted*. Meanwhile, there is a *significant inverse relationship* between the years of employment and death anxiety, thus, *reject the null hypothesis*. There is a *significant relationship* between the level of death anxiety and the level of physical health risk, thus, *reject the null hypothesis*. There is also *significant relationship* between the level of death anxiety and the level of mental health risk, thus, *reject the null hypothesis*. Finally, there is a *significant inverse relationship* between the level of life satisfaction and the level of death anxiety.

The healthcare systems and management need to recognize the need to impose policies and provisions for further improvement of healthcare facilities, personal protective equipment acquisition, and monitoring front-liners wellness to lessen exposure to health risks and improve productivity and life satisfaction. For this, the support of the local and national government by providing a better healthcare system and benefits is expected. With the alarming results of the study, necessary intervention is a must to further support the front-liners.

Since the study is limited to 100 respondents and a survey technique, a further study is necessary to evaluate the actual experience of the front-liners. The personal narratives of the front-liners can support the numerical results in this study.

References

- Amnesty International. (2021, April 26). *Philippines: Country faces health and human rights crisis one year into the COVID-19 pandemic*. <https://www.amnesty.org/en/latest/press-release/2021/04/philippines-faces-health-human-rights-crisis-covid/>
- Arrowood, R. B., Cox, C. R., Kersten, M., Routledge, C., Shelton, J. T., & Hood, R. W. (2017). Ebola salience, death-thought accessibility, and worldview defense: A terror management

- theory perspective. *Death Studies*, 41(9), 585–591.
<https://doi.org/10.1080/07481187.2017.1322644>
- Brady, M. (2015). Death anxiety among emergency care workers. *Emergency Nurse*, 23(4), 32–37. <https://doi.org/10.7748/en.23.4.32.e1448>
- De Pedraza, P., Guzi, M., & Tijdens, K.G. (2020). Life Dissatisfaction and Anxiety in COVID-19 pandemic. *MUNI ECON Working Papers 2020-03*, Masaryk University.
- Erikson E. H. (1982). *The life cycle completed*. New York: W.W. Norton & Company.
- Gawrych, M., Cichoń, E., & Kiejna, A. (2020). COVID-19 pandemic fear, life satisfaction, and mental health at the initial stage of the pandemic in the largest cities in Poland. *Psychology, Health & Medicine*, 1–7. <https://doi.org/10.1080/13548506.2020.1861314>
- Greenberg, J., Pyszczynski, T., & Solomon, S. (1986). The Causes and Consequences of a Need for Self-Esteem: A Terror Management Theory. *Public Self and Private Self*, 189–212. https://doi.org/10.1007/978-1-4613-9564-5_10
- Grimwald. (2015, November 5). *Taboo Topics in the Philippines (And Why We Need to Discuss Them)*. Get Real Post. <https://www.getrealphilippines.com/2015/11/taboo-topics-philippines-need-discuss>
- Jonasen, A. M., & O’Beirne, B. R. (2015). Death Anxiety in Hospice Employees. *OMEGA - Journal of Death and Dying*, 72(3), 234–246. <https://doi.org/10.1177/0030222815575007>
- Jungmann, S. M., & Witthöft, M. (2020). Health anxiety, cyberchondria, and coping in the current COVID-19 pandemic: Which factors are related to coronavirus anxiety? *Journal of Anxiety Disorders*, 73, 102239. <https://doi.org/10.1016/j.janxdis.2020.102239>
- Kang, L., Ma, S., Chen, M., Yang, J., Wang, Y., Li, R., Yao, L., Bai, H., Cai, Z., Xiang Yang, B., Hu, S., Zhang, K., Wang, G., Ma, C., & Liu, Z. (2020). Impact on mental health and perceptions of psychological care among medical and nursing staff in Wuhan during the 2019 novel coronavirus disease outbreak: A cross-sectional study. *Brain, Behavior, and Immunity*, 87. <https://doi.org/10.1016/j.bbi.2020.03.028>
- Kinder, M. (2020). Essential but undervalued: Millions of health care workers aren’t getting the pay or respect they deserve in the COVID-19 pandemic. Washington, DC: Brookings Institution.
- Lalu, G. P. (2021, February 16). *Health workers seeking pay hikes say nothing has changed since the pandemic started*. INQUIRER.net. <https://newsinfo.inquirer.net/1396226/health-workers-seeking-salary-hike-claim-nothing-changed-since-pandemic-started>
- Liu, M., He, P., Liu, H. G., Wang, X. J., Li, F. J., Chen, S., Lin, J., Chen, P., Liu, J. H., & Li, C. H. (2020). *Zhonghua Jie he hu xi za Zhi = Zhonghua Jie he Huxizazhi = Chinese journal of tuberculosis and respiratory diseases*, 43(0), E016. Advance online publication. <https://doi.org/10.3760/cma.j.issn.1001-Z0939.2020.0016>
- Magsambol, B. (2020, May 06). Low pay, high risk: The reality of nurses in the Philippines. Rappler. <https://www.rappler.com/newsbreak/iq/salary-nurses-Philippines>

- MB Lifestyle. (2020, November 5). Breaking the taboo of talking about death. Manila Bulletin. <https://mb.com.ph/2020/11/05/breaking-the-taboo-of-talking-about-death>
- Newton-John, T., Menzies, R., Chambers, S., & Menzies, R. (2020). Psychological Distress Associated with COVID-19: Estimations of Threat and the Relationship with Death Anxiety. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.3594629>
- Ng, K., Poon, B. H., Kiat Puar, T. H., Shan Quah, J. L., Loh, W. J., Wong, Y. J., Tan, T. Y., & Raghuram, J. (2020). COVID-19 and the Risk to Health Care Workers: A Case Report. *Annals of Internal Medicine*. <https://doi.org/10.7326/L20-0175>
- Nia, H. S., Lehto, R. H., Ebadi, A., & Peyrovi, H. (2016). Death Anxiety among Nurses and Health Care Professionals: A Review Article. *International Journal of Community Based Nursing and Midwifery*, 4(1), 2–10. <https://pubmed.ncbi.nlm.nih.gov/26793726>
- Nicomedes, C. J., Avila, R. M., & Arpia, H. M., (2020). The Lived Experiences of Filipino Front Liners During COVID-19 Outbreak. DOI: 10.13140/RG.2.2.21221.35046/1
- Papathanasiou, I., Kleisiaris, C., Tsaras, K., Fradelos, E., & Kourkouta, L. (2015). General Satisfaction Among Healthcare Workers: Differences Between Employees in Medical and Mental Health Sector. *Material Socio Medica*, 27(4), 225. <https://doi.org/10.5455/msm.2015.27.225-228>
- Rana, W., Mukhtar, S., & Mukhtar, S. (2020). The mental health of medical workers in Pakistan during the pandemic COVID-19 outbreak. *Asian journal psychiatry*, 51, 102080. <https://doi.org/10.1016/j.ajp.2020.102080>
- Sabillo K. S. (2020, December 29). 2020 heroes: Frontliners who died battling COVID-19. ABS-CBN News. <https://news.abs-cbn.com/news/12/30/20/2020-heroes-frontliners-who-died-battling-covid-19>
- Sadang, J. M. (2021). The Lived Experience of Filipino Nurses' Work in COVID-19 Quarantine Facilities: A Descriptive Phenomenological Study. *Pacific Rim International Journal of Nursing Research*, 25(1), 154–164.
- Saeed, F & Bokharey. IZ (2016). Gender Differences, Life Satisfaction, its Correlate and Death Anxiety in Retirement. *Journal of Psychology & Clinical Psychiatry*, 5(2). <https://doi.org/10.15406/jpcpy.2016.05.00280>
- Salud, J.P. (2020, June 4). *Nursing Wounds: A closer look at the nurses' deployment ban*. Business Mirror. <https://businessmirror.com.ph/2020/06/04/nursing-wounds-a-closer-look-at-the-nurses-deployment-ban>
- Shaukat, N., Ali, D. M., & Razzak, J. (2020). Physical and mental health impacts of COVID-19 on healthcare workers: a scoping review. *International Journal of Emergency Medicine*, 13(1). <https://doi.org/10.1186/s12245-020-00299-5>
- Substance Abuse in Health Care Professionals. (2015). Hazeldenbettyford.org. <https://www.hazeldenbettyford.org/education/bcr/addiction-research/health-care-professionals-substance-abuse-ru-615>

- Torrentira, Jr. M. C. (2020). Caring Amidst the Pandemic Struggles of the medical frontliners in a designated covid-19 hospital in the Philippines. *International Journal of Psychosocial Rehabilitation*. 24(7). 10084-10089.
- Villar, R. C., Nashwan, A. J., Mathew, R. G., Mohamed, A. S., Munirathinam, S., Abujaber, A. A., Al-Jabry, M. M., & Shraim, M. (2021). The lived experiences of frontline nurses during the coronavirus disease 2019 (COVID-19) pandemic in Qatar: A qualitative study. *Nursing Open*. <https://doi.org/10.1002/nop2.901>

Cultural Mapping of Ancestral Houses in Lucena City

¹Arriane P. Rodriguez, ¹King Elvan A. Abella & ²Arjun V. Adame

Abstract

This study traced the surviving ancestral houses in Lucena City through cultural mapping. The participants were limited to the houses that were built during the Spanish and American period. The ancestral houses gathered are the Gabatin Ancestral House, Queblar Ancestral House, Aquilino and Laureana Daleon Ancestral House, Zaballero Ancestral House, Mauro Salvacion Ancestral House, Dr. Eufemio Jara Ancestral House, and the Villanueva Ancestral House. By utilizing the historical analysis approach, the researchers used the historical thinking standards which helped analyze the identifiable similarities among the houses based on the descriptions and short narratives associated with them. Upon interviewing the owners/heirs/representatives of the seven ancestral houses, the study found most ancestral houses were built during the American Occupation and mainly situated in the población areas, which are at the heart of the city. Furthermore, most of the ancestral houses were primarily built from wood and have a two-storey design. With this, owners were led to convert the house into commercial use for the financial consideration of the family which also gave a way for the family to sustain the maintenance of the house. A travel magazine was crafted and proposed that will not just feature each house but will also promote these remaining ancestral houses in the City of Lucena to be acknowledged and known by the people especially the residents of the city.

Keywords: *ancestral houses, cultural heritage, cultural mapping, Lucena City, Lucenahins, promotion*

Received: August 31, 2021

Revised: February 2, 2022

Accepted: March 3, 2022

Suggested Citation: Rodriguez, A.P., Abella, K.A. & Adame, A.V. (2022). Cultural Mapping of Ancestral Houses in Lucena City. *International Review of Social Sciences Research*, Volume 2 Issue 1, pp. 80 - 97. DOI: <https://doi.org/10.53378/352880>

About the authors:

¹ Corresponding author. 4th year student, Bachelor of Secondary Education Major in Social Studies, Maryhill College, Lucena, Inc.

² Assistant Program Head, College of Teacher Education – Maryhill College, Lucena, Inc.

* This paper is a finalist in the ILARI Research Competition (IRC) – 2021 Category 2 – Undergraduate



1. Introduction

Cultural Mapping is like tracing the roots of history. It helps know the story behind every place, thing, or object. It makes people appreciate the value of the past and see how the past influenced the present that could predict the future. According to Pillai (2013), cultural mapping examines the relationship between an individual and its environment, in doing so, it makes the invisible become visible. Cultural mapping maps out the cultural heritage of one place and sees the culture behind it. The cultural heritage is the totality of a cultural property preserved and developed through time and surpassed on to posterity (Official Gazette, 2010).

According to the Cultural Mapping Toolkit released by the National Center for Culture and the Arts (2019), residences should also be mapped, and the range may not be limited to houses built during the Spanish period, but extended to houses that is built during the American period until the 1960s. For instance, Lucena City has become the center of local maritime trade during the Spanish era (ca. 1571-1878). Considered as the “Gateway to the South” and melting pot city of Southern Luzon (Project Gutenberg Self-Publishing Press, 2021), many notable families of Spanish descent have settled and resided in the then municipality of Lucena to do business. The consistent growth of business and commerce in the locality have eventually led to its being proclaimed capital of Tayabas Province (now Quezon).

Classified as a highly urbanized city, a fast-paced change and development is inevitable. Many projects and infrastructures arise for the betterment and satisfaction of its citizen. But with these changes and progression, cultural heritage is more often than not neglected and compromised. Mallari (2014), quoting the local historian Cesar Villariba (1923 – 2013) specified that most antique buildings and residential houses in the city are now being demolished for financial consideration and some being rented out to become business establishment.

This problem of preserving old buildings in the light of technological advancements and progress have been a quintessential issue among historian and cultural conservationists. Cultural heritage is the identity, tradition, and lifestyle of a region and its people. In order to comprehend the present, we should enrich our knowledge of the past. The knowledge of cultural heritage connects the past not solely to the present but also the future (De Leon & De Leon Jr., 2014).

Conducting cultural mapping is a high-quality tool to exhibit ownership and resource usage in stimulating intergenerational and intercultural learning as well as the inventory of cultural heritage (Roxas & Huraño, 2016). As such, this study aimed to conduct cultural mapping of

ancestral houses through the process of interviewing the owners/caretakers/or representatives. Through the assistance of the Lucena City for Culture and the Arts, the primary research through observation in the area profiled the data. Identifying the ancestral houses of Lucena City would help in protecting its remaining heritage thus, it will uphold the identity of the local residents. Cultural mapping is a vital tool to achieve cultural awareness and appreciation because it digs out the culture and story behind every cultural asset and heritages. It is an indispensable tool for people to locate and preserve their cultural assets (Religioso, 2019). Promoting these ancestral houses also rebound to the development of tourism in the City of Lucena.

2. Literature review

2.1. Cultural Mapping and Cultural Heritage

The National Commission for Culture and the Arts (NCCA) view cultural mapping as a systematic strategy in identifying, recording, and classifying the cultural properties or resources of the neighborhood in order to describe, visualize and understand them (Longley & Duxbury, 2016). Conducting cultural mapping is a high-quality tool to exhibit ownership and resource usage in stimulating intergenerational and intercultural learning as well as the inventory of cultural heritage (Roxas & Huraño, 2016). It maps out the cultural heritage of one place and sees the culture behind it. The cultural heritage is the totality of a cultural property preserved and developed through time and surpassed on to posterity (Official Gazette, 2010). It can be places, objects, artifacts, or remains of the past. The word heritage, derived from the Latin word “*heri*” which means “yesterday” and “*tangere*” which means to touch (De Leon & De Leon Jr., 2014). It is the culture inherited from yesterday. According to UNESCO (2017), cultural heritage contains two main categories; the tangible cultural heritage (movable and immovable) and the intangible cultural heritage.

According to the 1987 Philippine Constitution, Article XIV, Sec. 16, “*All the country’s artistic and historic wealth constitutes the cultural treasure of the nation and shall be under the protection of the State which may regulate its disposition.*” All the cultural treasures and cultural heritage should be preserved for the future generation because how would they know and appreciate the history if the remains of the past are no longer visible. The “National Cultural Treasures” is defined by law as “*a unique object found locally, possessing outstanding historical, cultural, artistic and/or scientific value which is highly significant and important to this country*

and nation” (De Leon & De Leon Jr. 2014). The cultural properties that cannot meet the merit of the classification of “National Cultural Treasures” are called “important cultural properties”.

To amend the constitution a law was passed in 2009 which is the Republic Act No. 10066. The Republic Act No. 10066 or also called as “National Cultural Heritage Act of 2009”. According to Republic Act. No. 10066 (National Cultural Heritage Act of 2009) structures that are at least 50 years old as “important cultural property protected from exploitation, modification or demolition” (Official Gazette, 2010).

2.2. Conceptual framework

According to Freitas (2015), cultural mapping is an instrument for accumulating, locating, and systematizing data regarding the distribution of cultural expression within a territory. Cultural mapping is a vital tool to achieve cultural awareness and appreciation because it digs out the culture and story behind every cultural asset and heritages. It is an indispensable tool for people to locate and preserve their cultural assets (Religioso, 2019).

Figure 1
Conceptual Framework of the Ancestral Houses in Lucena City

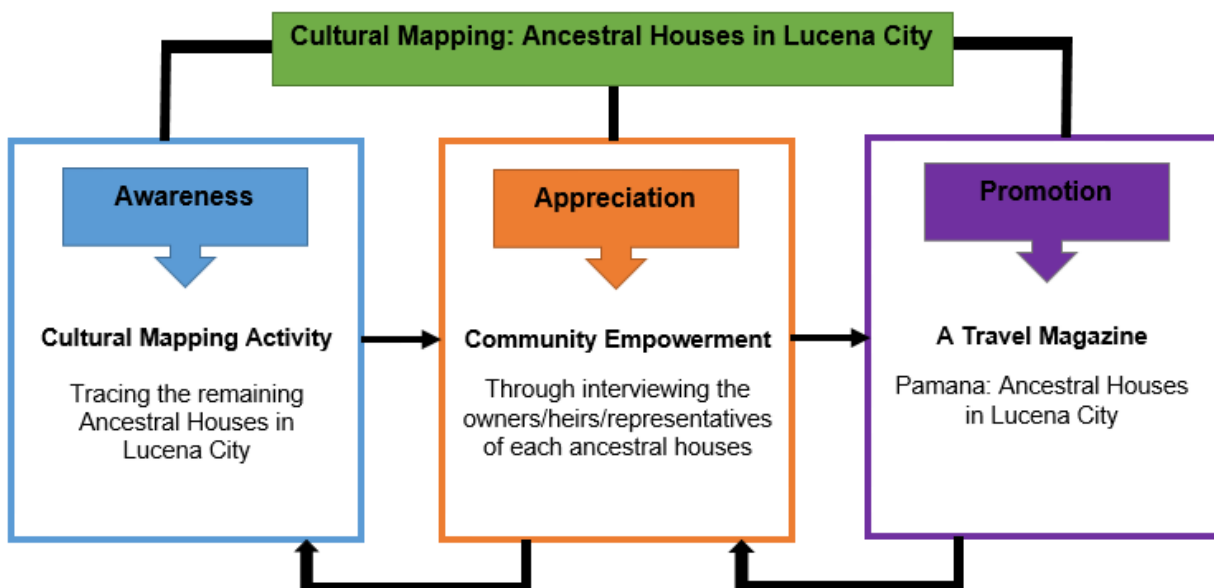


Figure 1 shows how cultural mapping would raise awareness, foster appreciation, and rebound to promote the remaining ancestral houses in Lucena City. The cultural mapping activity was conducted by tracing and identifying the ancestral houses in Lucena City that are built during

the Spanish and American occupation. This would raise awareness to the people of Lucena City and to the Local Government Unit of Lucena that Lucena City still has this kind of heritages. This would also lift community empowerment among the local residents through the process of interviewing the owners/heirs/or representatives of the seven ancestral houses. As people would be involved in this research, knowing the existence of a thing could boost self-awareness and makes one person appreciate it that would build community empowerment among the local residents. Heritage should be understood as the pride of local residents, and should not be forgotten. Instead, it should be preserved for the future generations. The promotion will be through the travel magazine that would feature each ancestral house that will lead to highlight the aesthetic designs of the houses together with the rich story behind the structure.

3. Methodology

This study used historical narrative as the research design which is a type of qualitative study. It involves collecting and examining non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to collect in-depth insights into a problem (McCombes, 2015). The historical narrative used is from the study of Firouzkouhi and Zargham-Borouieni (2015), which features four stages: gathering of data and analysis; second level of coding and determining the sub-categories; third-level coding and determining the main categories and connecting the main categories; and writing the narratives.

The data were gathered and accumulated through interviewing the owners/caretakers/or representatives of each ancestral house. The list of the ancestral houses was gathered from the Lucena City Council for Culture and the Arts. These houses were personally visited. The first-hand information came from the interviewees and supported by the primary research from the Lucena City Council for Culture and the Arts as well as the actual observation of the location. The accumulated data were organized in a case-by-case manner and the objectives are discussed by narrating the response of the participants as well as the verbatim line they said upon the interview.

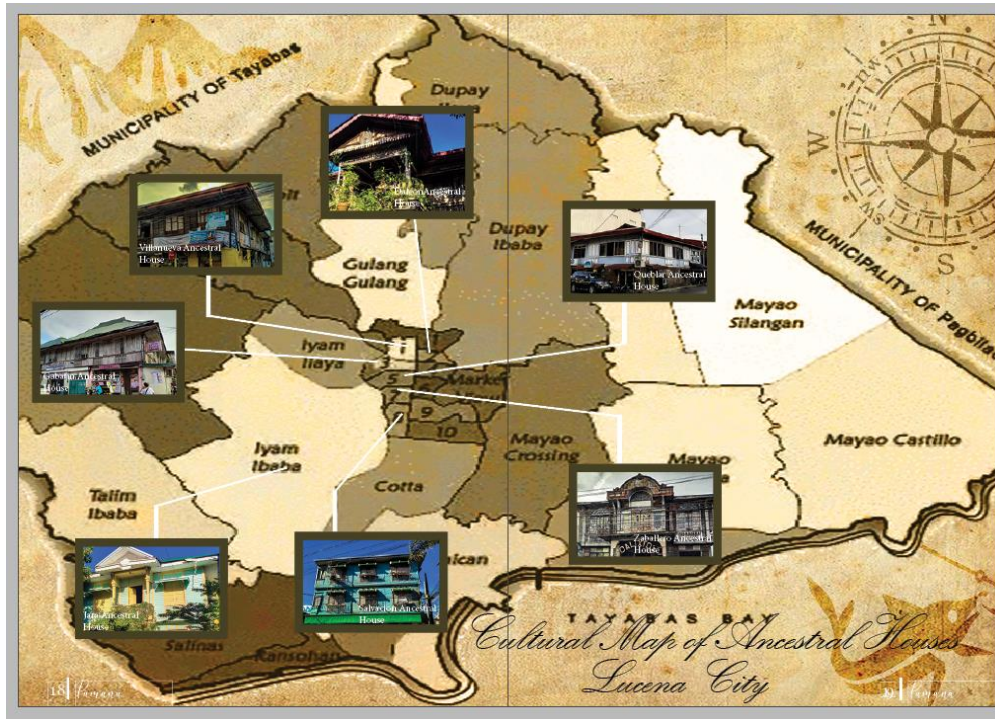
The data were analyzed using historical analysis from the study of Firouzkouhi and Zargham-Borouieni (2015). The interview results were transcribed verbatim. Through the historical thinking standard, the study enabled to compare and contrast different sets of ideas, analyze cause-and effect relationship and draw comparison in order to define enduring issues.

For the synthesis, the researchers used a simple percentage to determine the identifiable similarities among the ancestral houses in Lucena City.

4. Findings and Discussion

Figure 2

Cultural Map of Ancestral Houses in Lucena City



The Ancestral Houses in Lucena City are primarily built in the poblacion areas. According to City Government of Muntinlupa (2018), poblacion is a Spanish word that means a populated place. It is also a community of a district or town that is an administrative center (Lexico Dictionaries, 2021). The poblacion area in the city of Lucena is composed of Barangay 1 to 10. Commonly, these ancestral houses are near to the Cathedral of the city.

The research is limited to the ancestral houses that are built during the Spanish and American occupation. The ancestral houses mapped were Gabatin Ancestral House (Barangay 3- Spanish Period), Queblar Ancestral House (Barangay 5 – American Period), Aquilino & Laureana Daleon Ancestral House (Barangay 2 – American Period). Zaballero Ancestral House (Barangay 7 – American Period), Mauro Salvacion Ancestral House (Barangay 8 – American Period), Dr.

Eufemio Jara Ancestral House (Barangay Ibabang Iyam – American Period), and Villanueva Ancestral House (Barangay 1 – American Period).

Figure 3

Gabatin Ancestral House



Gabatin Ancestral House was built during the Spanish Occupation, even though the family does not know the exact year when the house was built. The house is now in the six-generation of the family. It is a two-story residential house, however, today only the second floor is used as residential by its current owner Patricia Gabatin who is now 79. Mrs. Patricia Gabatin inherited the house from her husband, Alberto Queaño Gabatin. The house is in excellent condition and is fully maintained every day. The house has somehow changed in terms of its physical form as the ground floor is used for commercial establishments, but the second floor of the house stays as is; they added some metal grilles due to high robbery cases in the city. From the statement of Dr. Albert Gabatin, son of Patricia Gabatin (the house owner), many personalities wanted to use the house as a shooting location because of the aesthetic and originality of the house. However, the family holds the privacy conservation of their home.

Figure 4

Queblar Ancestral House (also known as Winkelman-Torres' Ancestral House)



Queblar Ancestral House was first known as Winkleman -Torres Ancestral House. It was the first post office in Quezon Province. It was converted into a house when Thomasites - Charles Winkleman acquired it, the post office was transferred then at the Quezon Province's Capitol. Charles Winkleman married a Filipina teacher Victoria Torres. Their marriage was the first inter-marriage between a Thomasite and a Filipina in the province. The child of Charles and Victoria died, so Victoria decided to adopt her niece Rosita Torres. Afterward, Rosita Torres married Amadeo Queblar. He is a doctor at Tayabas Quezon, who later became a city councilor. The couple also does not have children, so Rosita adopted her niece Velia Torres Queblar, the house's current owner.

The house does not have any historical marker yet, even though it has a significant value of being the first post-office in Quezon. Even though it was transformed into a house, it can still be seen in some parts being a post-office. The house is a "Bahay na Bato," and even though the house's ground floor was transformed into commercial use, the walls are still preserved, and according to Mr. Villariba, the house is still 50% original. According to Banog and Baluyot (2014), Bahay na Bato is a combination of native architecture and medieval Spanish houses. Although the house was built during the American Period, the design of the house was from the Spanish style. Aside from the fact that the house was first a post office, the person who bought the structure and converted it into a house is Thomasite Charles Winkleman. According to Davis (2014), a group of

530 schoolteachers left San Francisco riding the ship USS Thomas bound Manila to establish a public school system based on the foreign model. The teachers on that ship are also known as the 'Thomasites.' The house was full of historical significance. The family is still trying to maintain and preserve the house because they wanted it to survive more years for future generations.

Figure 5

Aquilino and Laureana Daleon Ancestral House



The Aquilino and Laureana Ancestral House is one of the oldest and well-known ancestral houses in the City of Lucena. It is located in the heart of city, and because the house resides along the streets, it is unavoidable to see this two-storey house. In the upper part of the house, the people can see the exact date of construction, "June 15, 1918". The house has a historical significance as the family was one of the original clans of the City. According to Mr. Ferdinand Parañal (husband of one of the heirs of the ancestral house), the Daleon Family has a number of land areas. Some of those were contributed to the City of Lucena. Aquilino Daleon and Laureana Abadilla are the first owners and still the house's current owner as the house was still not divided to its respected heirs. The couple conceived eight children. The last children of Aquilino and Laureana Daleon, who is Ms. Pacencia Daleon contributed a lot to society. She is one of the founders of Luzonian College, and she became a principal at Quezon National High School. Thus, she also became a supervisor

in Quezon. Unfortunately, the last living children of Aquilino and Laureana died last 2011. Miss Pacencia Daleon died at the age of 99 years old; her burial also happened in the house.

Today, the house is still in good condition. In terms of threats, termites are their number one problem, but the family treats it immediately. The house underwent several changes; they added a balcony and put metal grilles in the window because it was made of capiz and robbery in the city was inevitable. Aquilino and Laureana Ancestral House is one of the oldest ancestral houses in the City. Until today, the house is still occupied by its remaining family members, who maintained and preserved the house.

Figure 6

Zaballero Ancestral House



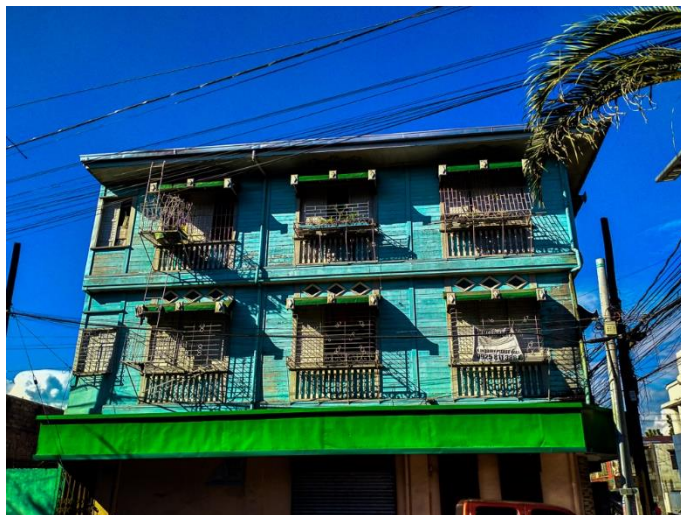
Zaballero Ancestral House is a two-storey wooden type of house. It was built during the American Occupation. The house was owned by Calixto Zaballero and Bernarda Flancia. They conceived seven (7) children who are the heirs of the house. Today, only two (2) are still alive: Gelen Zaballero-Orbeta (94 years old), the third in the siblings, and Ema Zaballero (86 years old) the youngest children. The house has a political significance as the people residing in the house were political persons. It cannot deny that politics run in the blood of the Zaballero Family. From the father of Mr. Calixto Zaballero (owner of the house), his father, George Zaballero, is a revolutionary leader under General Malvar. Calixto Zaballero was a former Vice-Mayor in Lucena City and thus, his son Cesar Zaballero also served as Mayor in Lucena City. Due to these instances,

the house is used repeatedly during the campaign period and welcomes different people in high positions and ordinary people.

Today, the house is still in good condition. The only threats to the house are typhoons and termites because the house was built primarily by woods. The capiz windows are now fragile, so the family added a protector in times of calamity. The house is still preserved even though it was not used as a residential building. Today, the ground floor of the house is converted into a café restaurant (Calixto'z Café and Restaurant), and the second floor is private, intended for family gatherings. The interior and exterior of the house are still preserved from their original form.

Figure 7

Mauro Salvacion Ancestral House



Mauro Salvacion Ancestral House was built during the American Period. The house has three floors; upon entering the gate, there are concrete stairs that welcome every person who would enter. This ancestral house was built on 1930 and was first owned by Mauro Salvacion, a businessman and a farmer. He married Basilya Aquila and conceived two children, Mauricio Salvacion and Remedios De Guzman, who inherited the house. It was used as a residential area until a fire disaster happened in the town of Lucena in 1964. Since then, the Salvacion Family transferred to Zaballero Subdivision. Since the house is big and has three floors, the family opened the house for commercial establishments. The house has economic significance as different establishments are renting including the Philippine National Bank (PNB) and the National Bureau of Investigation (NBI). Today, the house is just used for commercial purposes and is no longer residential. The ground floor is a law office, while Newsworthy Journal rented the second floor,

and on the third floor by Assemblies of God. The house is still in good condition, with some changed parts, primarily electrical wirings, roof, and pipes. The house has undergone several changes, most especially the ground floor. It was totally reconstructed for commercial use. In terms of threats, the owners are just more concerned about fire hazards because of many stores and establishments that rent the house. With that, the owner does not accept businesses like restaurants in particular.

Figure 8

Dr. Eufemio Jara Ancestral House



This ancestral house was named after Dr. Eufemio Jara, and thus, he still currently owns the house. The house was built in the late American period, but the family does not know the exact year when the house was constructed. The family just concluded that the house was built in 1937. The house has a historical significance because the Jara family is one of the oldest and original families of Lucena. Dr. Eufemio Jara contributed to the society as he became the director of what is today, Quezon Medical Center (QMC). One of their family's pride is that all the nine children of Dr. Eufemio Jara and his wife Tomasa Jara, a teacher, graduated from college and got a degree. Some of them became doctor, engineer, teacher, architect, and pharmacist. According to Mr.

Romeo Jara (one of the heirs), they see it as the family's accomplishment as the married couple can send all their children to college, and they can gain a good life.

The house is still in good condition. It still has the same features as before as it has not undergone into extensive reconstruction as the family wanted to preserve the house's originality. In terms of threats, the house has some portion of termites, but they try to treat it immediately. The house today is still used as a residential home of the remaining family. The house was also used for shooting venues like commercials and pre-nuptials videos because of the house's aesthetic design. Moreover, last two years ago, the house was used as the shooting location of MMK (Maalaala Mo Kaya), a television drama anthology show under ABS-CBN.

Figure 9

Villanueva Ancestral House



The Villanueva Ancestral House is a two-storey wooden house built in the late American Period. According to Mrs. Bibiana Villanueva, one of the house owners, since their grandfather, Mr. Aquilino Villanueva Sr. just bought the house, they do not know the first owner of the house. In the Villanueva family, the house's first owner was the married couple Mr. Aquilino Villanueva Sr. and Candida Villanueva. They both studied at the University of Santo Tomas (UST), where Aquilino Villanueva Sr. became a judge, and Candida became a pharmacist. Afterwards, they conceived six children, but their youngest child Bienvenido Villanueva inherited the house. Today, the three daughters of Bienvenido is the current owner of the house; Bibiana, Brigida and Bernadita

Villanueva. The family still used the house as residential. Today, the family of Mrs. Bibiana Villanueva-Castillo resides in the house together with her husband and children. The other owners, Brigida, and Bernardita Villanueva are both residing in the states. However, the first floor of the house is used for rentals and stores. The house is still in good condition, but it is not durable as before as their wooden floor is now fragile. The house also underwent several changes like some windows made of capiz are changed into jalousie, and there is an extension. Nevertheless, the family always maintains and preserves their ancestral house.

Table 1

Identifiable Similarities among the Ancestral Houses in Lucena City

| Part I | Frequency of Identifiable Similarities | Frequency | Percentage |
|----------------------------------------|-----------------------------------------------|------------------|-------------------|
| | Background Information | | |
| a. Period | Spanish | 1 | 14.2% |
| | American | 6 | 85.71% |
| b. Ownership | Public | 0 | 0 |
| | Private | 7 | 100% |
| c. Location | Población | 6 | 85.71% |
| | City Outskirts | 1 | 14.2% |
| Part II | Description of the Houses | | |
| a. Physical Description | Bahay na Bato | 1 | 14.2% |
| | Wooden House | 6 | 85.71% |
| b. Status | Occupied as Residential | 5 | 71.42% |
| | Not Occupied | 2 | 28.57% |
| Part III | Conservation | | |
| a. Physical Condition | Excellent | 1 | 14.2% |
| | Good | 5 | 71.42% |
| | Fair | 1 | 14.2% |
| | Deteriorated | 0 | 0 |
| | Ruins | 0 | 0 |
| b. Integrity | Altered | 7 | 100% |
| | Unaltered | 0 | 0 |
| | Moved | 0 | 0 |
| | Original Site | 7 | 100% |
| c. Constraints, Threats, Issues | Termites | 7 | 100% |
| | Calamities | 2 | 28.57% |
| | Fire Hazards | 1 | 14.2% |

Table 1 shows the frequency of identifiable similarities among the ancestral houses in Lucena City. In terms of the period the ancestral houses, 85.71% of the houses are from the American Period and only 14.2% from the Spanish Period. In terms of ownership, 100% of the

houses are privately owned; no ancestral houses are owned by the government. In terms of location, 85.71% of the houses are located in the población areas and only 14.2% is based from the city outskirts.

Most of the ancestral houses are a two-storey building and in terms of physical description, 85.71% of the house is “wooden” and 14.2% is a type of “Bahay na Bato”. In terms of the status of the houses, 71.42% are still being occupied by the families as a residential and only 28.57% are not occupied as residential. Most of the houses are being rented for commercial used but still used it for residential and the 28.57% are fully used as a commercial and no longer used for residential.

In terms of the physical condition of the houses, 14.2% is on an excellent condition, 71.42% is on a good condition and only 14.2% is in the fair condition. Overall, these ancestral houses still maintained its physical condition. In terms of the integrity of the houses, 100% of the houses are altered. Although the ancestral houses undergone several changes and modification, the houses are still on its original. In terms of constraints, threat and issues, 100% of the houses are experiencing termite threats. The biggest threat among the ancestral houses are termites as 85.71% are all wooden houses but the family always try to control the pest to able to preserve the structure of the house. There are only 28.57% of the houses experiencing calamities problems because some of the parts are now fragile due to age and only 14.2% is more concern about the fire hazards due to wooden type and rented out for commercial used.

5. Conclusion

This study conducted a cultural mapping of ancestral houses in Lucena City through the process of interviewing the owners/caretakers/or representatives. The findings showed that most of the ancestral houses are a two-storey building and it was either a wooden type or a Bahay na Bato “house of stone”, six out of seven are wooden houses and only one house is a Bahay na Bato. The windows of the houses are typically made of capiz but as time goes on, they added metal grilles because of high cases of robbery in the city. As the houses were commonly built during the American Period, two of the ancestral houses (Zaballero & Daleon Ancestral House) used the steel that left by the American soldiers during the World War II which is called “Marston Mat or Pierced Steel Planking (PSP)”. These steel left by the Americans were used as a gate of these ancestral houses. Five out of seven of the ancestral houses were still used as residential but most of them

the ground floor of the house was used for commercial establishments and for rentals. And the two of the ancestral houses were purely converted for commercial used only.

The ancestral houses have its own different stories to be told. But as the ancestral houses was built during the colonial period of Spanish and American, in times of war these houses were used for relocation or evacuation areas of the people during such times. Most of the ancestral houses has historical significance as the family resides in the house was one of the original clans in Lucena which contributed a lot in society like in the politics, business, education, and health services.

The ancestral houses were preserved by the families through generations to generations. They able to preserved the house into a good condition until today. But as time goes on, changes are inevitable. Most of the ancestral houses are undergone to several modification and transformation mostly because of commercialization. But still each family try to maintain their ancestral house in its original form. The biggest threat in these ancestral houses as these was made primarily of woods is the termites. But the family always try to control the pest to able to preserve the structure of the house.

References

- Baluyot, M. S., & Banog, J. P. (2014). *Bahay na Bato, a Symbol of the Affluent Westernized Filipino*. *Academia.edu*. Retrieved from https://www.academia.edu/19049253/Bahay_na_Bato_a_Symbol_of_the_Affluent_Westernized_Filipino
- Britannica. (2013, August 21). *Lucena*. *Encyclopedia Britannica*. Retrieved from <https://www.britannica.com/place/Lucena-Philippines>
- City Government of Muntinlupa. (2018). *Brgy. Poblacion*. Retrieved from https://www.muntinlupacity.gov.ph/?page_id=1970
- Davis, R. G. (2014, June 24). *John D. DeHuff's Memoirs of Orient Seas: The Thomasite Experience Revisited*. *Taylor & Francis*. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/14484528.2014.928724>
- De Leon, H. S., & De Leon, H. M., Jr. (2014). *Article XIV Arts and Culture sec, 16*. Textbook in the Philippine Constitution. Manila: Rex Book Store

- Duxbury, N. (2015). *Positioning Cultural Mapping in Local Planning and Development Contexts: An Introduction*. Retrieved from <https://uottawa.scholarsportal.info/ojs/index.php/clg-cgl/article/view/1437/pdf>
- Firouzkouhi, M., & Zargham-Boroujeni, A. (2015). *Data analysis in oral history: A new approach in historical research*. *Iranian journal of nursing and midwifery research*. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4387636/>
- Freitas, R. (2015, October 31). *Cultural mapping as a development tool*. Retrieved from <https://www.sciencedirect.com/science/article/abs/pii/S1877916615300035>
- Horfilla, N., Labad, L., & Villalon, A. (2019). *Cultural Mapping Toolkit: A Guide to Participatory Cultural Mapping in Local Communities by Rolando Borrinaga* (977256316 757590698 R. Borrinaga, Ed.). 633 General Luna Street, Intramuros, Manila: National Commission for Culture and the Arts
- Lexico Dictionaries. (2021). *POBLACION: Definition of POBLACION by Oxford Dictionary on Lexico.com*. Lexico Dictionaries | English. Retrieved from <https://www.lexico.com/definition/poblacion>
- Longley, A., & Duxbury, N. (2016). *City, Culture and Society, 7(1). Special issue: Cultural Mapping: Making the Intangible Visible (2016)*. Retrieved September 26, 2020, from https://www.academia.edu/20416841/City_Culture_and_Society_7_1_Special_issue_Cultural_Mapping_Making_the_Intangible_Visible_2016_
- Mallari, D. T., Jr. (2014, January 16). *Lucena loses historical house*. Retrieved from <https://newsinfo.inquirer.net/564541/lucena-loses-historical-house>
- McCombes, S. (2020, September 03). *Descriptive Research Design: Definition, Methods and Examples*. Retrieved from <https://www.scribbr.com/methodology/descriptive-research/>
- PhilAtlas. (2020). *Lucena*. Retrieved from <https://www.philatlas.com/luzon/r04a/lucena.html>
- Philip, S. (2020, February 27). *Cultural Mapping and the Making of Heritage*. Retrieved from https://link.springer.com/chapter/10.1007/978-981-15-1494-4_5
- Pillai, J. (2013). *Cultural Mapping: A Guide to Understanding Place, Community and Continuity*. Retrieved from <https://books.google.com.ph/books?hl=en>

Project Gutenberg Self-Publishing Press. (2021). *Lucena, Philippines*. Lucena, Philippines | Project Gutenberg Self-Publishing - eBooks | Read eBooks online. Retrieved from http://www.self.gutenberg.org/articles/eng/Lucena,_Philippines?View=embedded%27%27

Religioso, M. D. (2019, December). *Cultural Mapping of Some Built Heritages of San Pablo City*. Retrieved from https://www.researchgate.net/publication/341395453_Cultural_Mapping_of_Some_Built_Heritages_of_San_Pablo_City

Republic Act No. 10066: GOVPH. (2010, March 26). Retrieved from <https://www.officialgazette.gov.ph/2010/03/26/republic-act-no-10066/>

Roxas, B., & Huraño, J. (2016). *A Cultural Heritage Mapping for Pangil, Laguna*. Retrieved from https://www.academia.edu/30699853/A_CULTURAL_HERITAGE_MAPPING_FOR_PANGIL_LAGUNA

UNESCO (2017). *Definition of the cultural heritage: United Nations Educational, Scientific and Cultural Organization*. Retrieved from <http://www.unesco.org/new/en/culture/themes/illicit-trafficking-of-cultural>

Violence against Women and their Children Incident Report: Data Exploration for VAWC Awareness

¹Francis F. Balahadia, ²Zerah Jane M. Astoveza & ³Gelzen R.
Jamolin

Abstract

This study analyzed the cases on the Violence against Women and their Children (VAWC) in the province of Laguna to determine the level of law awareness, reasons for unreported violence incidents and preferences on reporting VAWC cases. To assess the collected responses, descriptive statistics and Kruskal Wallis were utilized. Convenience sampling was used with 356 respondents, 34 of whom were witnesses to the abuse and 65 are the victims of abuse. Majority of witnesses to the abuse were women between 16 and 20 years old while the victims were between 16 and 30 years old. Emotional abuse is the most common type witnessed regardless of age, location, civil status, occupation, or educational attainment. While physical abuse is the most common type experienced by the victims, it is frequently perpetrated by their former husbands. Ironically, respondents were “Very Aware” of the VAWC law but the 70.5% of them do not report cases due to embarrassment, fear of being blamed, inability to make own decision, and fear of societal judgment. Majority of respondents believe a mobile application and website could help report the abuses.

Keywords: *violence against women, awareness, unreported violence, law, abuse*

Received: January 13, 2022

Revised: February 16, 2022

Accepted: March 6, 2022

Suggested Citation: Balahadia, F.F., Astoveza, Z.M. & Jamolin, G.R. (2022). Violence against Women and their Children Incident Report: Data Exploration for VAWC Awareness. *International Review of Social Sciences Research*, Volume 2 Issue 1, pp. 98 - 119. DOI: <https://doi.org/10.53378/352881>

About the authors:

¹Corresponding author. College of Computer Studies - Laguna State Polytechnic University-Siniloan Campus

²College of Computer Studies - Laguna State Polytechnic University-Siniloan Campus

³College of Teacher Education - Laguna State Polytechnic University-Siniloan Campus



1. Introduction

Gender inequality still prevails in the 21st century despite the generally progressive trend of cultural, racial, and sexual boundaries being erased in almost all areas of life nowadays. Females, no matter their geographical or cultural background, still have to endure a lifelong struggle against discrimination, abuse, and violence, with those who are poor bearing the brunt the most (Oxfam International, 2021). The prevalence of violence against women and their children (VAWC) is so extensive that the international community has been prompted to declare it as a public health and human right issue of worldwide scope (Guedes et al., 2016). Organizations pushing for the protection of women's health and rights have been lobbying for the abolition of such cruel acts for decades, resulting in the holding of several global and regional conventions and agreements, most notable of which were the United Nations Declaration on the Elimination of Violence against Women of 1993 and the Beijing Platform for Action of 1995 (World Health Organization, 2021).

The Philippine government has long recognized the importance of protecting women and their children against violence and threats to their safety and security. There are several government agencies and programs established to perform functions for this purpose such as Philippine Commission on Women (PCW) created in 1975, Women and Children Protection Center (WCPC) of the Philippine National Police (PNP) and the Gender and Development (GAD) Program in all government departments, among others. The passage of Republic Act 9262 or the Anti-Violence against Women and their Children Act of 2004, is the biggest step the government has taken so far towards ending VAWC (UNICEF, 2020). The government has also partnered with the United Nations (UN) agencies and civil society organizations in pursuing its goals of ending VAWC and helping people who suffered from gender-based violence (United Nations, 2020).

Despite combined efforts from the government and non-governmental organizations (NGOs), VAWC is still rampant. Among women aged 15 to 49, one out of four reported having suffered physical or sexual violence in the 12 months preceding the National Demographic and Health Survey (NDHS) in 2017 (Philippine Commission on Women, 2019). Data from the PNP revealed that physical abuse accounted for 38.54 percent of the 108,675 cases of domestic violence (PSA Infographic, n.d.), making it the most common. Furthermore, a survey commissioned by the Commission on Population and Development (POPCOM) in early 2021 and conducted by the Social Weather Stations (SWS) reported that "harmful acts" in the form of physical, sexual, and

emotional violence are causing great concern in their everyday life under the “new normal” for 25% of the adults surveyed (Cudis, 2021).

The Philippine National Demographic and Health Survey in 2018 as cited by Ranada (2020) revealed that family members are typically inflicting physical violence on women. In ever-married women, their current husband/partner (47.5%), former husband/partner (24.7%), and mother/stepmother (15.6%) are the top 3 perpetrators, while for those who were never married are the mother/stepmother (26.1%), the father/stepfather (25.3%), and the sister/brother (19.2%). These numbers corroborate the observation that intimate partners and family members are responsible for the most common forms of violence committed against women and children (WHO, 2021; LSHTM, 2010). Consequently, many cases of VAWC are unreported and victims choose to live in silence and shame, carrying the stigma throughout their lives instead of blowing the whistle on the perpetrators who frequently are the victims’ relatives or acquaintances (Forum on Global Violence Prevention, 2011).

In the Philippines, former senator Legarda (2016) remarks that despite efforts by the government to document all forms of VAWC, the number of women who are victims of domestic abuse can only be estimated at best due to many cases being unreported. Many victims choose not to report incidents of abuse mainly because they are not aware of their legal rights emphasizing the need to increase public awareness on women’s rights. Garcia (2020) acknowledged the lack of awareness about the issues, laws, and the services. Despite PNP WCPC various efforts and information drives, their reach is limited, and that many people remain unaware. People are not aware that VAWC is a public offense and there are laws in place to protect women from abuse. The QCPD considered that not only women, but also men and potential offenders, should be aware of the law. Men should also be aware of the fact that VAWC are unconstitutional and have major legal consequences. Because of the exclusivity of the legal profession, many people are unaware of the laws and their rights.

With these arguments and propositions, this study seeks to collect data on abuses experienced by women, the level of their awareness on the types and acts of domestic violence, and their legal rights. It also identifies the reasons for unreported cases and their preferences in reporting the incidents. Results of this study can be fundamental inputs to the PNP, Barangay

Women's Desk and other related government agencies in developing better programs, activities and policies against VAWC.

2. Literature review

Violence Against Women and Children

The United Nations defines VAWC as “any” act of gender-based violence against women, whether in public or private life, that causes or is likely to inflict physiological, sexual, or psychological pain or suffering to women, including threats, coercion, or arbitrary deprivation of liberty. Gender-based violence is any form of violence directed towards women based on their sex (WHO, 2021).

VAWC is a grave public health concern with multiple impacts on women's mental, physical, and reproductive health (Boeckel et al., 2014; Devries et al., 2010; Devries et al., 2013; Ellsberg et al., 2008; Maman et al., 2000; Stöckl et al., 2013). It is any act of violence in intimate partner and children that resulting to physical, sexual, psychological harm, and economic (United Nations' General Assembly Declaration of the Elimination of Violence against Women resolution 48/104 of December 1993).

According to the Daily Tribune Philippines (2021), violence against women happens in one out of every four Filipinas (Antolin, 2021). In the province of Laguna, the VAWC cases increase from 539 in 2014, 581 in 2015, 446 in 2016 to 1,022 in 2017 (Mortel & Balahadia, 2019).

Republic Act 9262

The government formulated and implemented the policies and legislation against VAWC, and part of this is the Republic Act 9262. This law protects children and women in these grave acts. R.A. 9262, also known as the Anti-Violence Against Women and Their Children Act of 2004, is a law that promotes the protection and prescribes penalties of the abuses on women and their children by their intimate partners (Dulin, 2018).

On March 2004 the then President Macapagal-Arroyo signed R.A. 9262. It defines VAWC as *"any act or a series of acts committed by any person against a woman who is his wife, former wife, or against a woman with whom the person has or had a sexual or dating relationship, or with*

whom he has a common child, or against her child whether legitimate or illegitimate, within or without the family abode, which result in or is likely to result in physical, sexual, psychological harm or suffering, or economic abuse including threats of such acts, battery, assault, coercion, harassment or arbitrary deprivation of liberty”. It includes, but is not limited to, physical violence, sexual violence, psychological violence, and economic abuse (The LawPhil Project, n.d.).

The penalties to the perpetrators are imprisonment, paying a fine of not less than one hundred thousand pesos (P100,000.00) but not more than three hundred thousand pesos (300,000.00), and the perpetrators shall undergo mandatory psychological counseling or psychiatric treatment and shall report compliance to the court (The LawPhil Project, n.d.).

Awareness in VAWC Law

Although there is a law protecting the welfare of women and children, there is always a question of the level of awareness regarding the content and implementation of R.A.9262. According to the study of Santiago and Aya (2014), the selected homemakers in the municipalities of Palawans were moderately aware of the provisions of RA 9262. Moreover, in the study of Panerio and Albay, they found out that the City of Digos in the province of Davao Del Sur is also moderately aware of the provisions of R.A.9262. Additionally, some studies in the Philippines also measured the awareness of male respondents on Republic Act 9262 and based on the survey of San Juan et al. (2017), the male respondents in Tanay Rizal were "aware" of the general information of R.A. 9262 but lack in-depth understanding.

The 2017 Philippines National Demographic and Health Survey (DHS), a national representative, cross-sectional survey of women and girls aged 15 to 49, provided the information. Intimate Partner Violence was reported by 23.9 percent of those in current relationships. 11.2 percent thought it was acceptable for a husband or partner to hit or beat their wife. 10.5 percent said they could not say no to sex with their spouse, and 20.4 percent said they could not say no to sex with their partner (Yoskioka et al., 2020).

3. Methodology

This study utilized descriptive research design to determine the abuses experienced by women, the level of awareness on VAWC, the reasons for unreported cases, and the preferences on reporting the incidents.

Convenience sampling was used with 356 respondents, 34 of whom were witnesses to the abuse and 65 are victims of abuse. The majority of the respondents were unmarried (76.7%), between 16-20 years old (49%), and graduated from high school (43.8%). A noticeably large number of single respondents are college graduates or pursuing postgraduate studies (29.31%).

Due to the nature of this study, the data gathering process was treated with utmost confidentiality and the identity of the respondents remained undisclosed all throughout the duration of the survey and treatment of data. The participants were contacted through social media because of the current restrictions. The main objective of the study was explained thoroughly before participants were asked to partake in the survey. The study ensured voluntary participation and the participants who agreed were given the freedom to withdraw from answering the questionnaire at any part. Upon the voluntary agreement of the participant, the link to the questionnaire was sent. They were given instructions on answering the online questionnaire. They were given three to five days to complete and submit their responses through Google Forms. In addition, they were briefed that all responses were confidential and all their data were deleted after the study was concluded.

This study utilized a researcher-made questionnaire anchored on the Republic Act No. 9262 known as The Anti-Violence against Women and Their Children Act of 2004. This two-part survey questionnaire was validated by three (3) officers from the PNP Women's Desk and two (2) from the GAD office. The first part contained questions about the respondents' demographic information, the forms of violence witnessed/ and or experienced, the reasons for not reporting VAWC and their preferences in reporting VAWC incidents. The second part measured the respondents' level of awareness on the different kinds and acts of violence that women and children experience and their awareness on the legal provisions of RA 9262.

The demographic data were analyzed using descriptive statistics while the respondents' level of awareness were tested using the Kruskal-Wallis test.

4. Findings and Discussion

Table 1 presents the distribution of the different types of abuse sorted according to the participants' demographic profiles.

Table 1

The Different Types of Abuse by Respondents' Demographics

| | Physical Abuse | Sexual Abuse | Economic Abuse | Emotional Abuse | Physical-Emotional Abuse | Physical-Sexual-Emotional Abuse | Total | Rank |
|------------------------|----------------|--------------|----------------|-----------------|--------------------------|---------------------------------|-----------|------|
| By Age | | | | | | | | |
| Witnesses to the Abuse | | | | | | | | |
| 16 - 20 | 7 | 6 | | 13 | | | 26 | 1 |
| 21 - 25 | 1 | 2 | | 5 | | | 8 | 2 |
| Total | 8 | 8 | 0 | 18 | 0 | 0 | 34 | |
| Victims | | | | | | | | |
| 10 - 15 | 1 | | | | | | 1 | 9.5 |
| 16 - 20 | 4 | 5 | | 3 | | | 12 | 1.5 |
| 21 - 25 | 1 | 1 | 2 | 4 | | | 8 | 5.5 |
| 26 - 30 | 7 | 3 | 1 | 1 | | | 12 | 1.5 |
| 31 - 35 | 7 | 1 | 2 | | | | 10 | 3 |
| 36 - 40 | 3 | 2 | | 2 | 1 | | 8 | 5.5 |
| 41 - 45 | 5 | | 1 | 2 | | 1 | 9 | 4 |
| 46 - 50 | 1 | | | 1 | | | 2 | 7.5 |
| 51 - 55 | | | | | | | 0 | 11 |
| 56 - 60 | 1 | | | 1 | | | 2 | 7.5 |
| 61 and above | 1 | | | | | | 1 | 9.5 |
| Total | 31 | 12 | 6 | 14 | 1 | 1 | 65 | |
| By Location | | | | | | | | |
| Witnesses to the Abuse | | | | | | | | |
| Kalayaan | | 1 | | 1 | | | 2 | 6 |
| Famy | 1 | 1 | | 1 | | | 3 | 4 |
| Mabitac | 1 | | | 2 | | | 3 | 4 |
| Pagsanjan | | 1 | | | | | 1 | 7 |
| Pakil | 1 | 2 | | | | | 3 | 4 |
| Pangil | | | | 4 | | | 4 | 2 |
| siniloan | 5 | 3 | | 10 | | | 18 | 1 |
| Total | 8 | 8 | 0 | 18 | 0 | 0 | 34 | |
| Victims | | | | | | | | |
| Alaminos | | | | 1 | | | 1 | 14.5 |
| Calamba | 4 | 2 | 2 | 1 | | | 9 | 2 |
| Canlubang | | | 1 | | | | 1 | 14.5 |
| Famy | 2 | | | 1 | | | 3 | 5 |
| Kalayaan | 2 | 1 | | 1 | | | 4 | 4 |
| Liliw | 1 | | | | | | 1 | 14.5 |
| Longos | 1 | | | | | | 1 | 14.5 |
| Los Baños | | 1 | | | | | 1 | 14.5 |
| Lumban | 1 | 1 | | | | | 2 | 8 |
| Mabitac | | 1 | | | | | 1 | 14.5 |
| Paete | | 1 | | | | | 1 | 14.5 |
| Pakil | 1 | | | | | | 1 | 14.5 |
| Pangil | 2 | 1 | | 2 | | | 5 | 3 |
| San Pablo | 2 | | | | | | 2 | 8 |
| Siniloan | 12 | 4 | 3 | 5 | 1 | 1 | 26 | 1 |
| Sta rosa | 1 | | | 1 | | | 2 | 8 |

| | | | | | | | | |
|--------------|-----------|-----------|----------|-----------|----------|----------|-----------|---|
| Sta. Maria | 1 | | | 1 | | | 2 | 8 |
| Victoria | | | | 1 | 1 | | 2 | 8 |
| Total | 30 | 12 | 6 | 14 | 2 | 1 | 65 | |

By Civil Status

Witnesses to the abuse

| | | | | | | | | |
|--------------|-----------|-----------|----------|-----------|----------|----------|-----------|-----|
| Single | 8 | 8 | | 16 | | | 32 | 1 |
| Married | | | | 2 | | | 2 | 2 |
| Total | 8 | 8 | 0 | 18 | 0 | 0 | 34 | |
| Victims | | | | | | | | |
| Single | 10 | 6 | | 7 | 1 | | 24 | 2 |
| Married | 12 | 5 | 5 | 4 | 1 | | 27 | 1 |
| Separated | 4 | 1 | 1 | 1 | | | 7 | 3.5 |
| Widower | 4 | | | 2 | | 1 | 7 | 3.5 |
| Total | 30 | 12 | 6 | 14 | 2 | 1 | 65 | |

By Occupation

Witnesses to the Abuse

| | | | | | | | | |
|------------------------|----------|----------|----------|-----------|----------|----------|-----------|-----|
| Farm Technician | | 1 | | | | | 1 | 5.5 |
| Housekeeper | 1 | | | | | | 1 | 5.5 |
| Part-Time Prof. Singer | | 1 | | | | | 1 | 5.5 |
| Vendor | | | | 2 | | | 2 | 3 |
| Home Makers | 1 | 1 | | 5 | | | 7 | 2 |
| Working Student | 1 | | | | | | 1 | 5.5 |
| Student | 5 | 5 | | 11 | | | 21 | 1 |
| Total | 8 | 8 | 0 | 18 | 0 | 0 | 34 | |

Victims

| | | | | | | | | |
|-------------------|-----------|-----------|----------|-----------|----------|----------|-----------|------|
| Call center agent | 1 | | | | | | 1 | 11.5 |
| Cashier | 2 | 1 | | | | | 3 | 4.5 |
| Cashier | | 1 | | | | | 1 | 11.5 |
| Dressmaker | 1 | | | | | | 1 | 11.5 |
| Eatery Manager | | | 1 | | | | 1 | 11.5 |
| Farmer | | | | 1 | | | 1 | 11.5 |
| Home Makers | 17 | 4 | 2 | 5 | | | 28 | 1 |
| Housekeeper | 1 | | 1 | | | | 2 | 6.5 |
| Nanny | 1 | | | | | | 1 | 11.5 |
| Nurse | | 1 | | | | | 1 | 11.5 |
| Sales lady | | | 1 | | | | 1 | 11.5 |
| Store Owner | 1 | | | | 1 | | 2 | 6.5 |
| Student | 3 | 4 | | 4 | 1 | | 12 | 2 |
| Teacher | 1 | | | 1 | | 1 | 3 | 4.5 |
| Vendor | 2 | 1 | 1 | 3 | | | 7 | 3 |
| Total | 30 | 12 | 6 | 14 | 2 | 1 | 65 | |

By Educational Attainment

Witnesses to the Abuse

| | | | | | | | | |
|-----------------------|----------|----------|----------|-----------|----------|----------|-----------|---|
| High School Graduate | 5 | 5 | | 13 | | | 23 | 1 |
| College Undergraduate | 2 | | | 2 | | | 4 | 3 |
| College Graduate | | 2 | | | | | 2 | 4 |
| Post Graduate | 1 | 1 | | 3 | | | 5 | 2 |
| Total | 8 | 8 | 0 | 18 | 0 | 0 | 34 | |

Victims

| | | | | | | | | |
|-----------------------|-----------|-----------|----------|-----------|----------|----------|-----------|---|
| Elementary | | | | | | | | |
| Undergraduate | 2 | | | 1 | | | 3 | 7 |
| Elementary Graduate | 4 | 1 | 1 | | | | 6 | 5 |
| High School | | | | | | | | |
| Undergraduate | 4 | 1 | 2 | 3 | | | 10 | 3 |
| High School Graduate | 4 | 5 | 1 | 5 | 1 | | 16 | 2 |
| College Undergraduate | 2 | 4 | | 2 | | | 8 | 4 |
| College Graduate | 13 | 1 | 2 | 2 | | | 18 | 1 |
| Post Graduate | 1 | | | 1 | 1 | 1 | 4 | 6 |
| Total | 30 | 12 | 6 | 14 | 2 | 1 | 65 | |

Table 1 depicts that 99 participants, 34 of whom witnessed a woman being abused and 65 of whom were abused. The majority of witnesses to the abuse were women between the ages of 16 and 20. On the other hand, the victims of abuse were mostly between the ages of 16 and 20 and 26 and 30 years old. The result matches the 2017 National Demographic and Health Survey conducted by the Philippine Statistics Authority that one in every four Filipino women between 15-49 years old has experienced physical, emotional or sexual violence by their husband or partner (PSA, 2019). Because they are physically and emotionally incapable of defending themselves against their abusers, younger women who are at reproductive age are more likely to experience violence.

In terms of location, results show that majority of the witnesses to the abuse and the victims of abuse were from Siniloan, Laguna. The vast majority of witnesses to the abuse are single while married participants ranked second. While victims were mostly married, the unmarried victims were also into intimate/romantic relationship with the perpetrators but not legally married. Moreover, the most common occupation of the witness to the abuse is student followed by home maker. In contrast, the victims were mostly home makers followed by students. The vast majority of witnesses to the abuse were currently enrolled college students while the victims were already college graduates. This is the exact opposite of the findings of Shiraz (2016) that having an education and/or earning an income gives women more power and higher social status, which appears to lower the level of domestic violence they experience when compared to women who do not work, have few years of education, or are not currently enrolled in education. However, the victims, who were college graduates and home makers, were financially dependent on their husbands or partners delegating more authority over them. This reduces the likelihood of having opportunities and the courage to leave the relationship. However, unemployment is not the only factor linked to VAWC as the data shows that violence can occur regardless of the witnesses' and victims' occupations, as well as their educational levels.

Overall, the emotional abuse is the most common type of abuse witnessed regardless of age, location, civil status, occupation, or educational attainment. On the other hand, physical abuse is the most common type of abuse experienced by the victims.

Table 2*The Different Types of Abuse by Victims' Relationship to the Offenders*

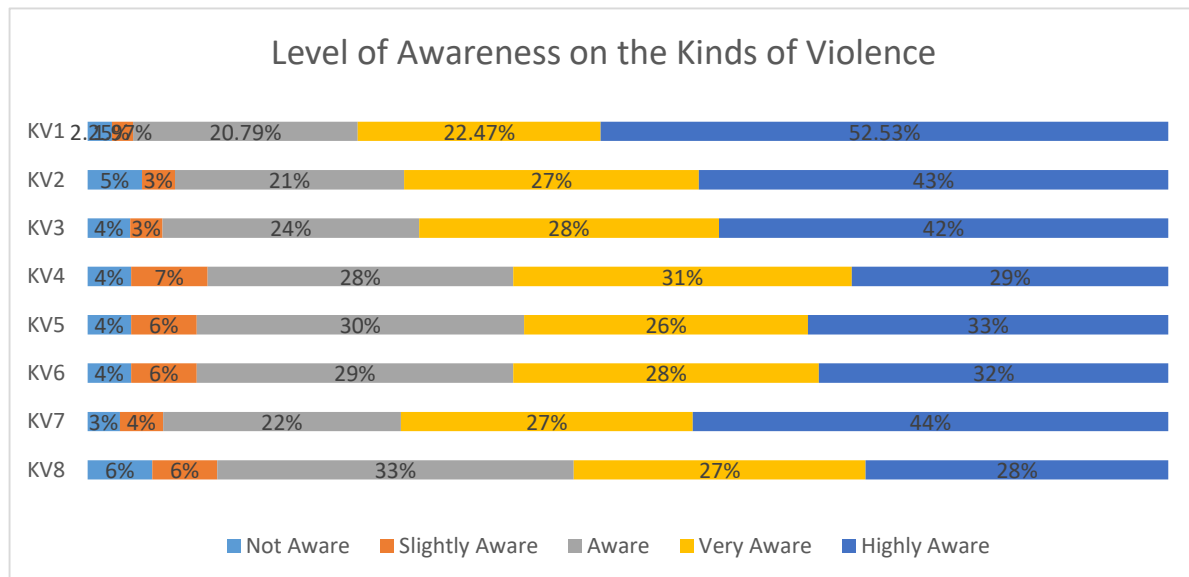
| Relationship | Physical Abuse | Sexual Abuse | Economic Abuse | Emotional Abuse | Physical Emotional Abuse | Physical, Sexual, emotional | Total | Rank |
|------------------------------------------|-----------------------|---------------------|-----------------------|------------------------|---------------------------------|------------------------------------|--------------|-------------|
| Current Boyfriend | | 1 | | 1 | | | 2 | 7.5 |
| Former husband | 10 | 1 | 3 | 4 | | | 18 | 1 |
| Former Live-in partner | 4 | 3 | 1 | 2 | | | 10 | 3.5 |
| Former Boyfriend | 1 | | | 1 | | | 2 | 7.5 |
| Current Mother's Boyfriend | 5 | 2 | | 2 | 1 | | 10 | 3.5 |
| Current Live-in Partner | 2 | 1 | 1 | | | | 4 | 6 |
| Husband | 8 | | 1 | 3 | 1 | 1 | 14 | 2 |
| Have a sexual relationship to the abuser | | 4 | | 1 | | | 5 | 5 |
| Total | 30 | 12 | 6 | 14 | 2 | 1 | 65 | |

Table 2 shows the relationship of the victims to the offenders and the kind of abuse they experienced. According to the data, former husbands (18) are the most common VAWC perpetrators followed by current husbands (14), former live-in partner (10) and mother's current boyfriend (10). Most victims were able to escape the horrors of an abusive relationship by ending it, while others became widower. Some victims, on the other hand, are still in the relationship and/or currently living with the offenders.

Physical violence, being the most common kind of abuse experienced by women (30), is associated with manipulative tactics of controlling and keeping the victim in the relationship. Women fears to leave because a clear picture that attempting to be free is not only emotionally difficult but, life threatening. The threat of bodily and emotional harm puts a victim defenseless.

Figure 1

Level of Awareness on the Kinds of Violence against women and children



The level of awareness on the kinds of violence is shown in figure 1. Based on the results, most of the respondents are “*Highly Aware*” in the KV1- acts of physical harm or physical maltreatment committed by a partner or any person. The respondents are also “*Very Aware*” of the KV1- acts of lasciviousness or forcing a woman or her children to engage in sexual activity but does not constitute rape. The same level of awareness which is “*Very Aware*” was evident in terms of KV3-acts or omissions causing mental or emotional suffering of the victim, KV 4-acts of controlling the access to economic resources or financial deprivation by intimate partner or husband, KV5- acts of restraining to practice a profession, to engage in any work to gain additional income, KV 6- acts of restraining to practice a profession, to engage in any work to gain additional income, KV7- forms of humiliation, intimidation, harassment, stalking, damage to property, and public ridicule that cause sleepless night and anxiety, and KV 8-acts of controlling to manage own property or to invest in any forms of business transaction, respectively.

The respondents who acknowledged the awareness about the kinds of violence experienced by women and children were similarly reflected in a survey conducted on male residents of Tanay, Rizal to determine their level of awareness about R.A. 9262. It was discovered that while respondents were aware of general facts, they lack thorough knowledge of the information of the Republic Act. Responses were primarily based on internal states such as feelings and emotions. (San Juan et al., 2020).

Table 3*Percentage Distribution on Level of Awareness on the Acts of Violence*

| Act of Violence | NA | SA | A | VA | HA | SD | M |
|---------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|----------|-----------|-----------|-----------|----------|
| 1. Hitting, kicking, punching, or causing harmful injury to the woman or child. | 3.09% | 2.25% | 13.48% | 20.79% | 60.39% | 0.99 | 5 |
| 2. Acts of grave threat that cause a woman or her child a traumatic experience or risk of imminent danger. | 2.53% | 1.97% | 18.54% | 28.09% | 48.88% | 0.97 | 4 |
| 3. Shouting, blaming, use of profane language to a woman or her child to feel low self – esteem. | 3.37% | 1.12% | 15.73% | 24.72% | 55.06% | 0.99 | 5 |
| 4. Depriving a woman and her children on financial support to become dependent. | 3.37% | 3.37% | 22.47% | 28.65% | 42.13% | 1.04 | 4 |
| 5. Depriving a woman and her child to provide the basic needs, and sustain the educational needs of their child. | 3.37% | 3.37% | 20.51% | 28.09% | 44.66% | 1.04 | 4 |
| 6. Preventing a woman to practice her profession or to work in any establishment to gain additional income. | 3.93% | 5.90% | 25.00% | 26.40% | 38.76% | 1.11 | 4 |
| 7. Controlling a woman to make her own decisions or actions. | 3.37% | 3.37% | 21.63% | 30.34% | 41.29% | 1.03 | 4 |
| 8. Forcing a woman and/or her children to watch a pornographic scene and engage in any sexual activity and/or acts of lasciviousness. | 5.34% | 5.34% | 21.07% | 24.44% | 43.82% | 1.16 | 4 |
| 9. Forcing a woman and/or her children to engage in copulation. | 7.30% | 8.71% | 28.93% | 23.60% | 31.46% | 1.22 | 4 |
| 10. Limiting a woman and her children to attend social gatherings with her family, relatives/close kin, or even to meet neighbor's. | 5.62% | 6.74% | 26.69% | 26.97% | 33.99% | 1.15 | 4 |
| 11. Staying of intimate partner or husband in the house of a woman with her child without any consent or against her will. | 6.18% | 6.74% | 28.37% | 26.40% | 32.30% | 1.17 | 4 |

Legend: Not Aware (NA); Slightly Aware (SA); Aware (A); Very Aware (VA); Highly Aware (HA); Standard Deviation (SD); Mean (M)

Table 3 reveals that the respondents are “Highly Aware” that hitting, kicking, punching, or causing harmful injury to the woman or child, and shouting, blaming, use of profane language to a woman or her child to feel low self – esteem was an act of violence. While the rest of the indicators of acts of violence shows that the respondents are “Very Aware”. On the contrary, it can also be found that, there are respondents who are slightly aware though some are truly not aware

on acts of violence against women, respectively. The findings are in consonance with the perception of the housewives in the different municipalities of Palawan regarding R.A. 9262. It reveals that all housewives strongly agreed that the provisions or statements of R.A. 9262 are considered acts of violence against women and their children. It implies that respondents have positive perception on the provisions of the Republic Act (Santiago and Aya, 2014). However, the figure implies that, although there are women who are aware of the acts of VAWC, it does not justify the percentage of unaware women who may have contributed to the unending existence of violence against women and children.

Table 4

Anti-VAWC Law Rights and Protection processed data with mean, standard deviation and median.

| Provisions of the law | NA | SA | A | VA | HA | SD | M |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|--------|------|---|
| Filing a VAW case against her intimate partner, husband, or any person who commit domestic violence in barangay or lawful authority. | 5.34% | 8.15% | 32.58% | 23.03% | 30.90% | 1.15 | 4 |
| Request for the Barangay Protection Order to secure Permanent or Temporary Protection against the offender not to harm the woman and her child. | 4.78% | 6.18% | 28.65% | 27.25% | 33.15% | 1.12 | 4 |
| Assistance of the barangay desk officer to file an action against the offender who commits violence against women and their children. | 4.21% | 6.74% | 31.74% | 25.00% | 32.30% | 1.11 | 4 |
| Any concerned citizen who has knowledge of the commission of domestic violence may file (in behalf of the victim – survivor) a complaint against the offender. | 5.34% | 10.11% | 33.43% | 23.60% | 27.53% | 1.15 | 4 |
| Assistance from clinical or psychological experts to help a woman suffering from Battered Woman Syndrome. | 7.87% | 9.27% | 28.37% | 25.84% | 28.65% | 1.22 | 4 |
| Legal assistance from the Public Attorney's Office to defend a woman and her child against any form of domestic violence. | 4.21% | 8.43% | 25.00% | 28.09% | 34.27% | 1.13 | 4 |
| Assistance from C/MSWD to have a temporary shelter or referral to Haven Rehabilitation Center to every woman survivor. | 6.74% | 10.39% | 31.46% | 23.31% | 28.09% | 1.19 | 4 |
| The privilege of filing 10 days leave of absence with pay to cope up with suffering. | 17.13% | 17.13% | 27.25% | 18.26% | 20.22% | 1.36 | 3 |
| Filing of complaint even uncommon relationship, such as lesbian/gay, or whom she has a sexual or dating relationship with LGBTQi+ that commits intimate partner violence. | 8.43% | 11.52% | 33.99% | 20.22% | 25.56% | 1.22 | 3 |

Table 4 shows the respondent's awareness on the legal rights and protection in Anti-VAWC. Based on the results, the respondents are 'Very Aware' in terms of filing a VAW case

against her intimate partner, husband, or any person who commit domestic violence including the place to report it, which is in the barangay or lawful authority. They are also ‘Very Aware’ on how to request for the barangay protection order to secure permanent or temporary protection against the offender not to harm the woman and her child. In terms of assistance of the barangay desk officer, the respondents are ‘Very Aware’ on filing an action against the offender who commits violence against women and their children and also ‘Very Aware’ that any concerned citizen who has knowledge of the commission of domestic violence may file (in behalf of the victim – survivor) a complaint against the offender.

The respondents are also ‘Very Aware’ that they can seek assistance from clinical or psychological experts to help a woman suffering from battered woman syndrome, that they can seek legal assistance from the Public Attorney’s Office to defend a woman and her child against any form of domestic violence, and that there is a temporary shelter or referral to Haven Rehabilitation Center to every woman survivor assisting by the C/MSWD. Meanwhile, the respondents are ‘Aware’ that they have a privilege of filing 10 days leave of absence with pay to cope up with suffering and they also aware that filing of complaint even uncommon relationship, such as lesbian/gay, or whom she has a sexual or dating relationship with LGBTQi+ that commits intimate partner violence.

Despite a more positive response in the level of awareness on anti-VAWC Law rights and protection, still a number of women are slightly aware and not aware to root out violence against them. This supports Amparo and Caparas (2012) that full awareness on RA 9262 through the modes of IEC is necessary to ensure protection of women and their children.

Table 5

Significant Difference on the Level of Awareness on VAWC by Civil Status

| Factors | H-Value | P-Value | Decision | Interpretation |
|------------------------------------------------------------------|----------------|----------------|-----------------|-----------------------|
| Level of Awareness on the Kinds of Violence | 5.42 | 0.144 | Accept | Not significant |
| Level of Awareness as to Acts of Violence | 6.91 | 0.075 | Accept | Not significant |
| Anti-VAWC Law Rights and Protection Awareness of the Respondents | 6.5 | 0.09 | Accept | Not Significant |

The results of the Kruskal-Wallis test are shown in Table 5. It reveals no significant difference on the respondents' level of awareness on the kinds of violence, the level awareness of acts of violence, and the level awareness of anti-VAWC Law rights and protection having a p-value of 0.144, 0.075 and 0.090, respectively which is greater than 0.05, when grouped according to civil status. This implies that respondents' civil status has no effect on their level of awareness.

Table 6*Reasons of Unreported Violence Incidents*

| Reasons | Single | Married | Separated | Widow | Total | Rank |
|---------------------------------------------------------------------------------------------------------------------------------|--------|---------|-----------|-------|-------|------|
| 1. Fear of threat and harm for herself and of the family. | 155 | 22 | 2 | 0 | 179 | 1 |
| 2. Fear of losing financial support from the abuser. | 26 | 4 | 2 | 0 | 32 | 10 |
| 3. Afraid that filing a case will have an emotional impact on the children. | 43 | 15 | 3 | 2 | 63 | 5 |
| 4. Do not know whom to approach for help. | 65 | 10 | 1 | 1 | 77 | 4 |
| 5. In the belief that personal matters was the cause of the abuse | 34 | 7 | 1 | 0 | 42 | 7 |
| 6. Do not want the abuser to be in serious trouble. | 19 | 5 | 0 | 1 | 25 | 12 |
| 7. Have hope that the abuser will change later on in life. | 27 | 7 | 4 | 1 | 39 | 8 |
| 8. Ashamed to be the topic of conversation in the barangay. | 71 | 11 | 2 | 2 | 86 | 3 |
| 9. Do not know enough about the law that protects women and children. | 37 | 6 | 1 | 0 | 44 | 6 |
| 10. No support from friends and relatives | 33 | 1 | 1 | 0 | 35 | 9 |
| 11. My family (mother-in-law, relative, or parents) encouraged me not to complain for the betterment of my children and spouse. | 23 | 6 | 0 | 0 | 29 | 11 |
| 12. I prefer to keep quiet and keep it to myself. | 144 | 23 | 1 | 2 | 170 | 2 |

Table 6 shows 70.5% respondents not reporting the abuses they experienced, followed by 10.39% who reported the abused only to their parents and relatives, 6.3% reported to Barangay Officials, 4.49% shared to their friends, and 4.21% reported to police officers. The top reasons why victims do not report abuses/violence include '*Fear of harming oneself and hurting members*

of the family', *'I prefer to keep quiet and keep it to myself*', *'Ashamed to be the topic of conversation in the barangay*', *'Do not know who to approach for help*' and *'Afraid that the case will have an emotional impact on the children and that I cannot do anything*' with 50.28%, 47.75%, 24.16%, 21.62%, and 17.70%, respectively. Meanwhile, the least reason is *"Do not want to cause harm to the abuser"* with 7.10%.

This is the exact explanation of Partlow (2020) that many abused women give in to "pressure" from children who ask them not to file complaints against their spouses, or these women are monetarily reliant on their husbands. Similarly, majority of women who were subjected to domestic violence claimed that their husbands were the abusers (Sarkar, 2010). The result is also similar to the findings of Bernabe (2012) that incidents of VAWC are often unreported due to the sensitivity of the issues and its impacts on the women and their families. This is also the conclusion of Garcia (2021) that unreported cases increase because of personal embarrassment, economic dependence, privacy of families and victim blaming attitudes.

Table 7 shows the respondents' preferences on reporting VAWC cases. Most of the respondents believed that a mobile application and website can provide help in terms of abuses 62.69% as against the 35.52% who somewhat believed and 1.79% who did not believe. On the other hand, 85.37% prefer to report abuses against women and children through a mobile app as against 13.43% somewhat agreed and 1.19% did not agree. In order to immediately report abuses, 53.73% believes a mobile application and website would be the most convenient while 24.85% would rather call help to Barangay patrols making rounds in the community, and 21.49% would use police hotline.

In terms of reporting the location of the incident, 59.70% respondents/victims would prefer using a GPS-enabled mobile application to track their location. Whereas; 62.99% shares that it is more ideal to have access to mobile application that provides information on women's rights, laws and protections. At the same time, 62.69% would like to have a mobile application similar to social media platform where abused women may share their stories and be able to relate to each other. For possible way that police may be able to respond immediately to abuse incident, 63.28% opt to have a mobile application that ensures confidentiality of the issue and sends direct message to responders for immediate action.

Table 7*Preferences on Reporting VAWC Cases*

| Indicators | Percentage |
|---------------------------------------------------------------------------------------------------------------------------------------|------------|
| Possibility of mobile app and website to reduce VAWC | |
| Yes | 62.69 |
| No | 1.79 |
| Somewhat | 35.52 |
| Preference to report VAWC through a mobile app | |
| Yes | 85.37 |
| No | 1.19 |
| Somewhat | 13.43 |
| Convenient method for reporting VAWC | |
| Use a mobile application and website | 53.73 |
| Contact police hotline | 21.49 |
| Call help to Barangay patrols making rounds in the community | 24.78 |
| Reporting of location/incident area | |
| Ask a neighbor or a family member to ask help. | 9.85 |
| Use a GPS-enabled mobile application to track their location. | 59.7 |
| Will contact the police department's hotline and request an immediate response. | 30.45 |
| Preferred method on VAWC information | |
| Through flyers posted at the Barangay hall where all will be able to read. | 5.37 |
| Access to mobile application that provides information on women's rights, laws and protections | 62.99 |
| Flyers and brochures on women's rights, laws and protections distributed in the barangay | 1.79 |
| Tarpaulins with VAWC forms and a flow chart depicting the VAW complaint process posted in a prominent location. | 29.85 |
| Preferred strategy for VAWC victims' sharing of experience | |
| A mobile application similar to social media platform where abused women may share their stories and be able to relate to each other. | 62.69 |
| Will confide my parents and friends about the abuse I am experiencing | 11.04 |
| Narrate a statement that I am experiencing abuse on a paper and sent it to the police | 26.27 |
| Preferred strategy for police response | |
| A mobile application that ensures confidentiality of the issue and sends direct message to responders for immediate action. | 63.28 |
| Send a text message to friends for them to send help. | 4.48 |
| Call the nearby barangay officials or police station. | 32.24 |
| Strategy for reporting VAWC emergency cases | |
| Never stop shouting for my neighbors to hear me that I am being abuse. | 10.75 |
| Make a lot of noise alert people that an abuse is happening. | 16.42 |
| A mobile application with a reporting feature that allows me to input my profile, and a trusted person for assistance. | 72.84 |
| Strategy for finding a shelter for VAWC victims | |
| Would ask the assistance of the barangay officials and police to find a place to stay. | 11.04 |
| Have a mobile application which can give information on the location of shelters | 60.6 |
| Would ask relatives help and a place to stay | 28.36 |
| Platforms to learn more about the forms of VAWC | |
| Would watch programs on television about abused women. | 15.22 |
| Through social media and an fb page with women and organized group provides information about VAWC. | 20.3 |
| Have a mobile application that allows users to click on information about forms of VAWC. | 64.48 |

Likewise, to have immediate response to the victims and if their situations necessitates an emergency response, 72.84% believes a mobile application with a reporting feature that allows me to input my profile, such as my address, family and relative contact numbers, and a trusted person who will receive an immediate message/notification that I am being abused and need assistance.

Once the victims decide to leave their husband/partner but had no place to stay, 60.60% wishes to have a mobile application which can give information on the location of shelters accommodating abused women and children and are also providing livelihood assistance. For them to learn/discover they are VAWC victims without realizing before, 64.48% will greatly appreciate a mobile application that allows users to click on information about forms of VAWC.

As raised by Anderson et al. (2020) that, lack of responsive institutions and limited legal measures against violence are among the risk factors, the findings of the study deemed relevant and fit as solution to the unreported cases of violence. This finding is congruent to the suggestion of Valeza (2020) on the use of innovative approaches through new technologies and behavioral science.

5. Conclusion

The findings showed that emotional abuse is the most common type witnessed, regardless of age, location, civil status, occupation, or educational attainment of the respondents. Meanwhile, physical abuse is the most common type experienced by the victims from their former husbands. The level of awareness on the provisions of Republic Act 9262 among the female respondents from the Province of Laguna is “very high”. However, a number of unaware female should be taken in consideration because it may contribute to the unending battle to eliminate violence against women despite the campaigns. Additionally, it was revealed that the respondent’s civil status has no influence on their level of awareness on Republic Act 9262. Majority of them are not reporting the abuses they experienced due to fear, privacy, humiliation, absence of trusted person and emotional effects. The majority of the respondents believed that a mobile application and website could help them in reporting the abuses.

This study suggests a system that will address the needs of the VAWC victims in a more effective, faster, reliable and dependable manner. This features a mobile application and web portal to be utilized in reporting VAWC cases that uses various technologies such as geo- mapping with

a Geolocation Information System, web and mobile application, SMS and code generator which may reinforce violence insights among the public, as well as learning different violence prevention activities to increase wide dissemination of VAWC awareness to all woman and children. It will also include elements such as mobile software capable of reporting VAWC and a customizable e-reporting mechanism for pre-selected people to call in an emergency. Moreover, it may be used as method of providing VAWC-related Information and questionnaire module, generating questionnaire assessment to determine if person is a VAWC Victim based on the VAWC legislation in the Philippines. Lastly, in order to assist victims and empower them, there is a need for a mobile app that help out in locating shelter and work opportunity that would allow them to survive even without their husband/partner.

References

- Amparado & Caparas, (2012). Women's Awareness on the Law on Anti-Violence Against Women and their Children. *JPAIR Multidisciplinary*, Vol. 8 ISSN 2012:3891. doi: <http://dx.doi.org/10.7719/jpair.v8i1.171>.
- Anderson, Björn, et. al., (2020). *Together we can end violence against children and violence against women in East Asia and the Pacific. Joint Statement by UN Women, UNICEF and UNFPA.* <https://www.unicef.org/eap/press-releases/together-we-can-end-violence-against-children-and-violence-against-women-east-asia>
- Antolin P. (2021). *Rape. VAWC keep Rising.* Daily Tribune. <https://tribune.net.ph/index.php/2021/09/28/rape-vawc-keep-rising/>
- Boeckel, M. G., Blasco, R. C., Grassi, O. R., & Martinez, M. (2014). Children abuse in the context of intimate partner violence against women: The impact of women's depression and posttraumatic stress symptoms on maternal behavior. *Journal of Interpersonal Violence*, 29(7), 1201–1227.
- Devries, K. M., Mak, J. Y., Bacchus, L. J., Child, J. C., Falder, G., Petzold, M., Astbury, J., & Watts, C. H. (2013). Intimate partner violence and incident depressive symptoms and suicide attempts: A systematic review of longitudinal studies. *PLOS Medicine*, 10, Article e1001439.
- Ellsberg, M., & Emmelin, M. (2014). Intimate partner violence and mental health. *Global Health Action*, 7, Article 25658. <https://doi.org/10.3402/gha.v7.25658>

- Forum on Global Violence Prevention. (2011). *Preventing Violence Against Women and Children: Workshop Summary*. Forum on Global Violence Prevention; Board on Global Health; Institute of Medicine. 2011. https://www.ncbi.nlm.nih.gov/books/NBK236963/#ref_000001.
- Cudis, Cristine (2021). *20% of Pinoy Cite violence vs. women as top concern amid pandemic*. Philippine News Agency. <https://www.pna.gov.ph/articles/1133079>
- Dulin G. (2018). Philippine Laws Protecting the Rights of a Child Against Abuses and Exploitations. *International Journal of Advanced Research in Management and Social Sciences*. Vol. 7, No. 5
- Garcia, Tria Marie (2020). *Violence against women in the Philippines*. Master's Thesis 2020: Norwegian University of Life Sciences. <https://nmbu.brage.unit.no/nmbu-xmlui/bitstream/handle/11250/2678663/Violence%20Against%20Women%20in%20the%20Philippines%20%20MDS%20thesis%20Tria%20Garcia%202020.pdf?sequence=1&isAllowed=y>
- Guedes, A., Bott, S., Garcia-Moreno, C., & Colombini, M. (2016). Bridging the gaps: a global review of intersections of violence against women and violence against children. *Global health action*, 9(1), 31516
- Legarda, Loren (2016). *Legarda: Ending Violence Against Women, A Cause for All* <https://lorenlegarda.com.ph/legarda-ending-violence-against-women-a-cause-for-all/>
- Maman, S. et al. (2000). The intersections of HIV and violence: Directions for future research and interventions. *Social Science & Medicine* 50(4):459-478.
- Mortel, Z. & Balahadia, F. (2019). HELP2JUANA: Laguna Portal for Violence against Women and Children (VAWC) with E-Reporting and Mapping System. *International Journal of Computing Sciences Research*. Vol. 2. Issue 4, 1-15
- Oxfam International (2021). *Say 'Enough' to violence against women and girls*. <https://www.oxfam.org/en/take-action/campaigns/say-enough-violence-against-women- and-girls>
- Partlow, Mary Judaline (2020). *Women's group files 109 VAWC cases in NegOr in 2019*. <https://www.pna.gov.ph/articles/1095766>

- Philippines National Demographic and Health Survey (2018). Philippine Statistics Authority. Quezon City Philippines. <https://dhsprogram.com/pubs/pdf/FR347/FR347.pdf> Philippine Statistics Authority (2019). Special Release: Violence Against Women: Results of 2017 National Demographic and Health Survey. http://rso06.psa.gov.ph/sites/default/files/region6/pages/02_Special%20Release_VAW.pdf
- Philippine Statistics Authority (n.d.) Infographics by Gender. Available at: <https://psa.gov.ph/infographics/subject-area/Gender>
- Philippine Commission on Women (n.d.) Violence Against Women. Available at: <https://pcw.gov.ph/violence-against-women/>
- Ranada, Pia (2020). *During Corona Virus Lockdown: Abuse women Children more vulnerable.* [https://www.rappler.com/newsbreak/in-depth/during-coronavirus-lockdown-abused-women-children-more-vulnerable.](https://www.rappler.com/newsbreak/in-depth/during-coronavirus-lockdown-abused-women-children-more-vulnerable)
- San Juan, R.A. Garcia, D.A. & Escleto, M. (2020). Level of Awareness on Anti-Violence Against Women and Their Children Act (Republic Act 9262) Among Male Residents of Tanay, Rizal, Calendar Year 2017. *The URSP Research Journal*. Volume 6, No. 1.
- Santiago, Cecilia. & Aya, Esperanza (2014). Awareness and Perception of Housewives in Selected Municipalities of Palawan Regarding R.A. 9262 (Anti-Violence against Women and their Children Act of 2004). *Asia Pacific Journal of Multidisciplinary Research*, Volume 2, Number 5, pp. 64-72(9).
- Sarkar M. (2010). A study on domestic violence against adult and adolescent females in a rural area of west bengal. *Indian Journal Of Community Medicine*, 35(2), 311–315. <https://doi.org/10.4103/0970-0218.66881>
- Stockl H., Deviries K., Rotstein A., Abrahams N., Campbell J., Watts C., & Moreno C. (2013). The global prevalence of intimate partner homicide: systematic review. *Elsevier Ltd/Inc/BV*. Vol. 382 [http://dx.doi.org/10.1016/S0140-6736\(13\)61030-2](http://dx.doi.org/10.1016/S0140-6736(13)61030-2)
- The LawPhil Project. (n.d). An Act Defining Violence Against Women and Their Children, providing for Protective Measures for Victims, Prescribing Penalties therefore, and for other Purposes. https://www.lawphil.net/statutes/repacts/ra2004/ra_9262_2004.html
- UNICEF East Asia and the Pacific Regional Office (2020). *Ending Violence Against Women and Girls in the Philippines.*

<https://www.unicef.org/eap/media/7336/file/Ending%20Violence%20against%20Women%20and%20Children%20in%20the%20Philippines.pdf>

UN (2020). *The Shadow Pandemic*. <https://www.un.org/en/observances/ending-violence-against-women-day>

Valeza, Maria-Noel (2020). *Addressing the Impact of the COVID-19 Pandemic on Violence Against Women and Girls*. <https://www.un.org/en/addressing-impact-covid-19-pandemic-violence-against-women-and-girls>

WHO and LSHTM (London School of Hygiene and Tropical Medicine). Preventing intimate partner and sexual violence against women: Taking action and generating evidence. Geneva, Switzerland: World Health Organization; 2010

World Health Organization (2021). Violence against women. https://www.who.int/health-topics/violence-against-women#tab=tab_1

World Health Organization (2021). Violence against women prevalence estimates, 2008: global, regional and national prevalence estimates for intimate partner violence against women and global and regional prevalence estimates for non-partner sexual violence against women. Geneva: World Health Organization; 2021. <https://www.who.int/publications/i/item/9789240022256>

Yoshioka E, Palatino M, Nazareno J, Operario D. Intimate Partner Violence and Sexual Agency in a Nationally Representative Sample of Women and Girls in the Philippines. *Journal of Interpersonal Violence*. December 2020. doi:10.1177/0886260520976208

