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A Survey Regarding Gender Issues in Family

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A B S T R A C T

The family is society's most fundamental unit, built on the foundations of parents, marriage, and offspring. In both mind and body, everyone desires a place to call home and a healthy family relationship. Family and family life can be a haven of safety and comfort for some people, but it can also be a source of hurt and disappointment for others. The Bilantadi a Bae – Mother and Daughter Seminar Series program was designed and implemented probably anchored in the importance of family communication and dynamics. The objectives of this program were to enumerate and appreciate the importance of family communication and dynamics. This program had two sessions. The first session was held at the Marawi City National High School on 11 November 2022 and the second session was held at Mindanao State University - Meranaw Cultural Heritage Center on 18 November 2022, with the participants of 40 pairs of mothers and daughters from the senior high school of Marawi City National High School. Part of the learnings from this seminar is the family and gender issues. From this program, research was opted. A survey on the level of presence of family communication and dynamics was materialized into the study. The purpose of this study is to establish a sample survey result on the presence of family and gender issues in the selected families of Marawi City. This sample survey result will be a representation of the family population of Marawi City on the said topic.

A R T I C L E   I N F O

1. INTRODUCTION

Family life can be a haven of safety and comfort, but it also causes pain and disappointment for some people. Many of the stresses and strains that come from the outside world are absorbed by our families and the pressure can build up. An overwhelming personal problem, especially for a young person, can sometimes overwhelm a family and make it seem impossible to move on. In other cases, changes in the family can upset, hurt, unsettle, and confuse other members (Demiralp *et al.*, 2019).

The family is the most basic unit of society and is based on the fundamentals of parents, marriage, and offspring. Everyone desires a place to call home and a healthy family relationship for mind and body. Married parents with children are also part of people's conceptions of a complete family (Anderson & Keim, 2016). Nevertheless, it is not always like this. Broken families are not uncommon; Rather, they are widespread and often occur around us (Saikia, 2017).

Even if family members are estranged from one another due to job loss, unemployment stress, or financial difficulties, being labeled as a broken family is insufficient. Misinterpretation, Maltreatment, denial, and other issues are likely to cause issues. Broken families are also formed in this manner.

Students from broken families face difficulties in academics, self-esteem, and behavior. According to one study, self-esteem is a major factor in how well or poorly students respond to the trauma of separation. The product of a traumatic family background is frequently an inner critic who tells you you're not good enough, or an inner voice who constantly puts you down and dismisses your needs.

According to Mackay (2005), separation has common effects from childhood to adulthood, both momentary and long-term. Students from broken families have 30 percent more absences, are late, and skip classes than those from stable families, according to statistics. This is the conclusion of the majority of studies involving students from broken families.

Furthermore, students are exposed to drugs, alcohol, and smoking because they are rebellious and curious. In areas where teenage pregnancy is common, they are more likely to engage in sexual activities.

Stress from broken homes, according to the Very Well Family article, causes behavioral issues that affect social skills and the emergence of a peer problem. According to Sheehan (see https://digitalcommons.calpoly.edu/socssp/12), children from broken families are looked down upon in society due to religion and traditional beliefs. Students believe they have a less complete family than many of their classmates because theirs has been broken up or is not as "complete" as many of their classmates' (see https://www.babygaga.com/problems-kids-from-broken-homes-suffer-from).

Bullies can also make fun of a student when other students at school learn about the student's family breakup. Bullies thrive on attention and other students' reactions (see https://www.babygaga.com/problems-kids-from-broken-homes-suffer-from). Bullying is a difficult issue because it has been linked to low self-esteem, anxiety, difficulty concentrating, truancy, depression, and suicidal ideation (Gourneau, 2012). According to Reupert *et al.* (2015) research, bullying victims had more negative feelings and thoughts about themselves than their peers who were not bullied. In addition to having stressful days at school, many victims of bullying experience melancholy and low self-esteem (Gourneau, 2012).

This research aimed to find out the level of presence of family and gender issues in the selected families of Marawi City in the year 2022. Specifically, this study sought to answer the following questions:

(i)   What is the demographic profile of the respondents?
(ii) What is the level of presence of family and gender issues in their families?
(iii) What conclusion can be drawn from the findings of the study?

2. METHODS

This study used the descriptive-survey research design. This was conducted in Marawi City National High School as the first session of the Bilantadi a Bae – Mother and Daughter Seminar Series held at the said school. The respondents of this study were 40 pairs of mothers and daughters from the senior high school of Marawi City National High School during the first semester of the school year 2022-2023. In the selection of the respondents, quota sampling was used. There were only 40 pairs of mothers and daughters needed in the Bilantadi a Bae – Mother and Daughter Seminar Series as stated in their program. This means that there were only 40 mothers and 40 daughters became respondents in this study. The research instrument of this study was a self-made survey questionnaire. It consisted of 2 parts. The first part solicited the demographic profile of the respondents. On the other hand, the second part is a survey on the level of presence of family and gender issues. In terms of the statistical tools, we used the frequency, percentage, mean and weighted mean in tabulating the gathered data from the survey.

3. RESULTS AND DISCUSSION

Table 1 shows the frequency and percentage distribution of the respondents' age. 5% of the respondents were 31 – 40 years old. 35% of the respondents were 41 – 50 years old. 45% of the respondents were 51 – 60 years old. 15% of the respondents were 61 – 70 years old. This means that the majority of the respondents were 51 – 60 years of age.

Table 1. Frequency and Distribution of the mother-respondents' Age.

Age	Frequency (f)	Percentage (%)
31 – 40	2	5%
41 – 50	14	35%
51 – 60	18	45%
61 – 70	6	15%
Total	40	100%

Table 2 shows the frequency and percentage distribution of the respondents' status. 77.5% of the respondents were married. 7.5% of the respondents were separated. 10% of the respondents were widows. 5% of the respondents were complicated. This means that the majority of the respondents were married.

Table 2. Frequency and Distribution of the mother-respondents' Status.

Status	Frequency (f)	Percentage (%)
Married	31	77.5%
Separated	3	7.5%
Widow	4	10.0%
Complicated	2	5.0%
Total	40	100%

Table 3 shows the frequency and percentage distribution of the respondents' education. 7.5% of the respondents were elementary level. 2.5% of the respondents were elementary

graduates. 25% of the respondents were high school level. 30% of the respondents were high school graduates. 10% of the respondents were college-level. 25% of the respondents were college graduates. This means that the majority of the respondents were high school graduates.

Table 3. Frequency and Distribution of the mother-respondents' Education.

Education	Frequency (f)	Percentage (%)
Elementary Level	3	7.5%
Elementary Graduate	1	2.5%
High School Level	10	25.0%
High School Graduate	12	30.0%
College Level	4	10.0%
College Graduate	10	25.0%
Total	40	100%

Table 4 shows the frequency and percentage distribution of the respondent's occupations. 2.5% of the respondents were government employees. 2.5% of the respondents were private employees. 22.5% of the respondents were self-employed. 72.5% of the respondents were not working. This means that the majority of the respondents were not working.

Table 4. Frequency and Distribution of the mother-respondents' Occupation.

Occupation	Frequency (f)	Percentage (%)
Government Employee	1	2.5%
Private Employee	1	2.5%
Self-Employed	9	22.5%
Not Working	29	72.5%
Total	40	100%

Table 5 shows the frequency and percentage distribution of the respondent's income. 82.5% of the respondents' income were below – 3,000 php. 12.5% of the respondents' income were 4,000 php – 6,000 php. 2.5% of the respondents' income were 7,000 php – 9,000 php. 2.5% of the respondents' income were 10,000 php and above. This means that the majority of the respondents' income was below – 3,000 php.

Table 5. Frequency and distribution of the respondent's income.

Income (php)	Frequency (f)	Percentage (%)
Below – 3,000	33	82.5%
4,000 php – 6,000	5	12.5%
7,000 php – 9,000	1	2.5%
10,000 php – above	1	2.5%
Total	40	100%

Table 6 shows the frequency and percentage distribution of the respondents' number of children. 35% of the respondents' children were 1 – 5. 57.5% of the respondents were 6 – 10. 7.5% of the respondents' number of children were 11 – 15. This means that the majority of the respondents' number of children was 6 – 10 range.

Table 7 shows the frequency and percentage distribution of the respondents' age. 57.5% of the respondents were 15 – 18 years old. 37.5% of the respondents were 19 – 22 years old. 5% of the respondents were 23 – 26 years old. This means that the majority of the respondents were 15 – 18 years of age.

Table 6. Frequency and distribution of the mother-respondents' number of children.

No. of Children	Frequency (f)	Percentage (%)
1 – 5	14	35.0%
6 – 10	23	57.5%
11 – 15	3	7.5%
Total	40	100%

Table 7. Frequency and distribution of the daughter-respondents' age.

Age	Frequency (f)	Percentage (%)
15 – 18	23	57.5%
19 – 22	15	37.5%
23 – 26	2	5.0%
Total	40	100%

Table 8 shows the frequency and percentage distribution of the respondents' order in the siblings. 17.5% of the respondents were the first children. 7.5% of the respondents were second children. 2% of the respondents were third children. 12.5% of the respondents were fourth children. 15% of the respondents were the fifth children. 2.5% of the respondents were sixth children. 7.5% of the respondents were seventh children. 5% of the respondents were eighth children. 12.5% of the respondents were the ninth children of the family. This means that the majority of the respondents were the third children of the family.

Table 8. Frequency and distribution of the daughter-respondents' order in the siblings.

Order	Frequency (f)	Percentage (%)
First	7	17.5%
Second	3	7.5%
Third	8	20.0%
Fourth	5	12.5%
Fifth	6	15.0%
Sixth	1	2.5%
Seventh	3	7.5%
Eight	2	5.0%
Ninth	5	12.5%
Total	40	100%

Table 9 shows the frequency and percentage distribution of the respondents' grade levels. 77.5% of the respondents were in grade eleven. 22.5% of the respondents were grade twelve. This means that the majority of the respondents were in grade eleven.

Table 9. Frequency and distribution of the daughter-respondents' grade level.

Grade Level	Frequency (f)	Percentage (%)
Grade 11	31	77.5%
Grade 12	9	22.5%
Total	40	100%

Table 10 shows the presence of family and gender issues in the families. As revealed, indicators 1, 6, 8, and 9 are *never* present in the families. Indicators 2, 4, 7, and 10 are *sometimes* present in the families. Indicators 3 and 5 are *always* present in the families. However, in general, the weighted mean or the overall total of the survey is 2.09 with a verbal

description of *sometimes* which means that the family and gender issues are not always present in the families.

With this result, the respondents revealed that the indicators of family and gender issues vary in terms of their presence in the families. However, in general, its presence is sometimes or not always in the families. Generally, then, we can state that the family respondents did not talk much about issues in terms of family and gender in their families. As a result, these issues did not affect their relationships as families. The family respondents, therefore, bear good relationship that gives home to all members. This can be supported by the statement that family life can be a haven of safety and comfort, but it also causes pain and disappointment for some people. Many of the stresses and strains that come from the outside world are absorbed by our families and the pressure can build up. An overwhelming personal problem, especially for a young person, can sometimes overwhelm a family and make it seem impossible to move on. In other cases, changes in the family can upset, hurt, unsettle, and confuse other members. The family is the most basic unit of society and is based on the fundamentals of parents, marriage, and offspring. Everyone desires a place to call home and a healthy family relationship for mind and body. Married parents with children are also part of people's conceptions of a complete family. Nevertheless, it is not always like this. Broken families are not uncommon; Rather, they are widespread and often occur around us (Saikia, 2017).

Family matters are when the conflict between relatives or relatives on certain issues becomes so intense or frequent that it interrupts your everyday life. One of the most intense issues today is the issue of gender, which affects family relationships. Gender issues encompass all aspects and concerns related to the life and situation of women and men in family and society, the way they relate to each other, their different access to and use of resources, their activities, and how they relate to each other Changes and interventions respond and policies.

Table 10. The level of presence of family and gender issues according to the mother respondents and daughter-respondents.

Family and Gender Issues	Weighted Mean	Verbal Description
1. We always argue/fight in the family.	2.33	Never
2. We, parents, are always busy with our work.	1.88	Sometimes
3. We, parents, lack organizing our family.	1.45	Always
4. Our family has a lack of communication.	2.13	Sometimes
5. Our family always encounters financial problems.	1.65	Always
6. We, parents, value less our daughter or son.	2.48	Never
7. There is a household chores inequality among our sons and daughters or in gender as a whole.	2.03	Sometimes
8. There is a parent favoritism issue or in gender as a whole in our family.	2.35	Never
9. There is a gender bias in sending our children to school.	2.35	Never
10. There is a lack of representation of the other gender in our family in terms of deciding matters.	2.28	Sometimes
Total Weighted Mean	2.09	Sometimes

Legend: 1 = Always   1.00 – 1.60
          2 = Sometimes   1.70 – 2.20
          3 = Never   2.30 – 3.00

4. CONCLUSION

In light of the findings, the following conclusions are drawn:
(i) The majority of the respondents were 51 – 60 years of age.
(ii) The majority of the respondents were married.
(iii) The majority of the respondents were high school graduates.
(iv) The majority of the respondents were not working.
(v) The majority of the respondents' income was below – 3,000 php.
(vi) The majority of the respondents' number of children were ranging from 6 – 10.
(vii) The majority of the respondents were 15 – 18 years of age.
(viii) The majority of the respondents were the third children of the family.
(ix) The majority of the respondents were in grade eleven.
(x) The presence of family and gender issues in the families is revealed, indicators 1, 6, 8, and 9 are never present in the families. Indicators 2, 4, 7, and 10 are sometimes present in the families. Indicators 3 and 5 are always present in the families. However, in general, the weighted mean or the overall total of the survey is 2.09 with a verbal description of sometimes which means that the family and gender issues are not always present in the families. With this result, the respondents revealed that the indicators of family and gender issues vary in terms of their presence in the families. However, in general, its presence is sometimes or not always in the families. Generally, then, we can state that the family respondents did not talk much about issues in terms of family and gender in their families. As a result, these issues did not affect their relationships as families. The family respondents, therefore, bear good relationship that gives home to all members.

5. ACKNOWLEDGMENT

6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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