



Women and their Plight During Covid 19 Pandemic

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ABSTRACT

This study determines the plight of Sorsogon women during the pandemic in the management of the modules of their children, health, and co-economic partners of their husbands in raising their families. Also, this concerns their feeling, doing, and thinking, and suggested an extension program. A combined quantitative and qualitative method, frequency count, percentage, unstructured interview, and guide questions were used. There were 54 women from the 54 barangays in the City of Sorsogon. They were ages 21-30 got the frequency of 75 or 40.11%, married and living together, 100 or 53.48%, vendors, 75 or 40.11%, number of children, 1-3, 120 or 64.17%, number of children studied in elementary and high school, grade 4-6 got 87 or 71.31% and grade 7-9, 40 or 61.54% respectively. They adopted the pick and return got 137 or 73.2%; explain the question and children answer, 150 or 80.21%, and no time provided for the children for their modules because of the need to prioritize my work 100 or 53.48%; for their health: keep them with facemask and shield, 55 or 29.41% and engaged in budgeting got 50 or 26.74%. It concluded that women were middle-aged, vendors, married, and have 3 children who are in grades 4-6 and grades 7-9; they have adopted the pick and return the modules for children to continue their education, and explain and answer modules for them to ensure that their children are learning. But generally, no time was provided to the children for their modules because they have prioritized their work while managing their health and resources, healthy food and vitamins were provided, and they engaged in budgeting, expressed their feelings, identified things that can do and even confessed their own difficulty in thinking in coming out more ways how to do and motivated them to continue praying, sustaining their health and they can survive from this pandemic and suggested the "An extension program: Conduct activities, seminar-workshop, and training on Gender and Development "KUSOG KAN KABABAIHAN KAN SORSOGON: A face to face encounter for them to be informed, and heard about their plight, and recommended that the University to design more extension programs that may offer capacity-building, programs, projects, and activities for its stakeholders.

Keywords: women, plight, modules, and pandemic

Introduction

A plight is a condition, state, or situation, especially an unfavorable or unfortunate one (Dictionary.com, 2020). The number of "rural migrant workers," as migrants are referred to and described as their plight in China, was estimated to be about 174 million in 2019 (NBS 2020a). The year 2020, marking the twenty-fifth anniversary of the Beijing Platform for Action, was intended to be ground-breaking for gender equality. Instead, with the spread of the COVID-19 pandemic, even the limited gains made in the past decades are at risk of being rolled back. The pandemic is deepening pre-existing inequalities, exposing vulnerabilities in social, political, and economic systems which amplify the pandemic's impacts. Across every sphere, from health to the economy, security to social protection, the impacts of COVID-19 are exacerbated for women and girls simply by virtue of their sex.

The year 2020, marking the twenty-fifth anniversary of the Beijing Platform for Action, was intended to be groundbreaking for gender equality. Instead, with the spread of the COVID-19 pandemic, even the limited gains made in the past decades are at risk of being rolled back. The pandemic is deepening pre-existing inequalities, exposing vulnerabilities in social, political, and economic systems which amplify the pandemic's impacts. Across every sphere, from health to the economy, security to social protection, the impacts of COVID-19 are exacerbated for women and girls simply by their sex.

ICT News (2020) described the current situation that requires us to ensure that the crisis does not exacerbate existing gender inequalities that affect women's access to resources and equitable economic opportunities,' the four partners say in the foreword of the brief. 'It presents us with the impetus to involve women as part of the solution for economic resilience beyond the pandemic, and simply because it is "smart economics."

Hill, Baird, and Seetahul (2020) reported that COVID-19 has proven to be not only a global health emergency but also a threat to the global economy, resulting in the scaling down and closure of businesses, and unemployment. The pandemic has caused a contraction in economic demand and supply which has led to either limiter work hours or the retrenchment of workers around the globe (2020). On one hand, there was a scenario in that women are affected in every aspect of life during the Pandemic.

As quarantine measures and keep people at home, close schools and day-care facilities, the burden of unpaid care and domestic work have exploded for both women and men. However, before COVID-19, women spent an average of 4.1 hours per day performing unpaid work, while men spent 1.7 hours, that means women did three times more unpaid care work than men, worldwide. Both men and women reported an increase in unpaid work since the start of the pandemic, but women are continuing to shoulder the bulk of that work. School and daycare closures, along with the reduced availability of outside help, have led to months of additional work for women. For working mothers, this has meant balancing full-time employment with childcare and schooling responsibilities such as caring for sick and elderly family members often fall on women as well.

Women were losing their jobs. Likewise, without work, and continue struggling with this situation that made them unfortunate, as well as difficult in surpassing such plight. The pandemic and measures to prevent its spread are driving a disproportionate increase in women's unemployment (as compared to men's) and also decreasing their overall working time. In South Sudan, Margaret Raman (2020), a single mother of five who sells beans and groundnuts at a local market, lost more than 50 percent of her income as social distancing guidelines drastically reduced the number of people visiting the market.

In Sorsogon City, there were some women expressed their dismay regarding their situations such as the school requirement of their children, their health, and how they are going to help their husbands in raising their lives since they are affected by this Pandemic. Thus, it is very important to know the plights of Sorsogon Women who are affected by this COVID-19 Pandemic. This inquiry was conducted for the researchers to design programs that may help them understand or uplift the condition of women in this Pandemic time, in this so-called "New Normal".

OBJECTIVES/PURPOSE OF THE STUDY

This study determined the plight of women in Covid 19 Pandemic in Sorsogon City, SY 2021-2022.

Specifically, this sought to achieve the following:

1. Identify the demographic profile of the women in terms of:
 - a. Age
 - b. Marital status
 - c. Occupation
 - d. Number of children
 - e. Number of children in school
 - f. Number of children in elementary and high school level
2. Determine the plights of the women in Sorsogon along:
 - a. Management of modules for their children
 - b. Management of their family's health
 - c. Management of their work as co-partner of their husband in raising the family in this pandemic.
3. Determine their feelings, doing, and thinking about Pandemic 19 along the identified variables.
4. *Design extension programs based on the suggestions of the women*

METHODOLOGY

This study used a combination of a quantitative and qualitative method to balance the data since there were questions designed under quantitative and qualitative. The main instrument of this study was the survey questionnaire conducted online and f2f and it was supported with guide questions to validate the data from the triangulation method. The survey questionnaire contained the demographic profile of women in terms of their age, marital status, occupation, number of children in elementary and high school level, and determination of the plights of women in

the management of the modules, family's health and the management of their work as the economic partner of their husband in raising the family in this pandemic.

There were 187 women participants from white and blue-collar jobs. The white-collar workers are teachers, firefighters, and other fields of four-year courses while the blue-collar workers were the vendors and other jobs. They are situated in the 54 barangays in the three (3) districts of Sorsogon City.

Table 1
Women Participants

Respondents		f	%
White-collar worker women	Teachers, fire fighters and other field of courses	110	58.82
Blue-collar worker women	Vendors and other work	77	41.18
Total		187	100

The selection of these women was done due to the association of the researchers that paved the way for their conversation and agreement for their participation in the conduct of this study. Some of the women-participants answered the survey questionnaire through google. There were 75 of them answered directly on the survey questionnaire, answered guide questions, and did the unstructured interview.

RESULTS AND DISCUSSION

1. **The demographic profile of the women in Sorsogon City in terms of age, occupation, marital status, number of children, and number of children studied in elementary and high school.**

Table 2A
AGE OF THE WOMEN

Age Bracket	f	%
10-20	20	11
21-30	75	40
31-40	55	29
41-50	25	13
51-60	12	6
Total	187	100

Table 2 shows the age attributes of women. Of the 187 women, there were 75, or 40.11% under the 21-30 age bracket, 55, or 29.41% fell under 31-40, there were 25, or 13.37 under 41-50; and 10-20, or 20 or 10.69, and 51-60 or 12 or 6.42. The data means that the 21-30, 31-40 and 41-50 age brackets signify the childbearing and productivity age of the women where the birth of children happened or is considered as the childbearing potential age or standard age range. However, this childbearing potential and productivity of the women may have been hampered by the Covid 19 pandemic since it led women to worries and fears because of the probability of getting infected with the virus high from their relatives or members of their family who were infected with the virus.

The result of this study implies that these women need to think of different strategies in order for them not to be infected or may survive this pandemic by following the protocol which was communicated by the IATF to all parts of the Philippines since these guidelines played an important role for them to continue protecting themselves and their family. This had been reinforced by the result of the study of Lara and Atutubo, that SORECO 1 & 2 enhanced the IATF guidelines to better fit their safety status, and ensure all women employees' safety amidst the pandemic.

Table 2B
MARITAL STATUS OF WOMEN

Marital Status	f	%
Married and Living Together with the husband	100	53
Married, separated both with partner	15	8
Married: separated both with no partner	25	13
Widow & widower	12	6
Solo Parent with Children	35	19
Total	187	100

Table 2B shows the marital status of the women. Of the 187, most of the women were living together with their husbands got 100 or 53.48%, Solo parents with children 35 or 18.72 and married but separated and both with no partner 25 or 13.36. Of this number married and living together with their husband, women who have established partnerships with their husbands is considered good since they work as a team and share more of the routine and occasional household tasks.

However, since the pandemic this partnership may be affected because of the usual routine work that they worked together had been tested by having more additional work such as teaching, tutoring, and coaching children with their modules. The interview revealed by these women that *“It seems more work for me because my husband always refuses to teach and coach our children on their modules, but of course when I am doing the teaching and coaching, he assumed more of the routinary works such as cooking, cleaning, doing laundry, and washing dishes. In this case, according to a firefighter “our teamwork remained intact because my husband sees the need of the family, and each one of us tested our “me helping you do your work attitude.”*

The result is supported by Kaufman G, and Uhlenberg P. (2000) *“This period is likely to be an extremely stressful and demanding time because it is during this life stage that individuals and couples experience dramatic shifts in roles and responsibilities associated with caregiving.”*

Table 2C
OCCUPATION OF THE WOMEN

Occupation	f	%
Vendor	75	40.11
Helper	28	14.97
Teacher	55	29.41
Entrepreneur	16	8.56
Employees in Private Company	10	5.35
Employees in Public Institution	2	1.07
Fire Fighters	2	1.07
Total	187	100

Table 2C shows the occupation of the women. Of the 187, vendors got 75 or 40.11, teachers 55 or 29.4, and firefighters and employees in public institutions 2 or 1.07 respectively. This data means that most of these women are vendors who provide the main source for their households, and from the proceeds, they bring food to their families and support the other needs of the family such as the schooling of the children. Although this informal job can still be considered dignified work since it is equally important with teachers and firefighters, and employees of public institutions. These women from different workplaces provide a life-saving mechanism to raise their families as well as to support the needs of others.

This is supported by Yellen (2020) the fact that many women left work upon marriage reflected cultural norms, the nature of the work available to them, and legal strictures. The occupational choices of those young women who did work were severely circumscribed. Most women lacked significant education, and women with little education mostly toiled as piece workers in factories or as domestic workers, jobs that were dirty and often unsafe. Educated women were scarce. Fewer than 2 percent of all 18-to 24-year-olds were enrolled in an institution of higher education, and just one-third of those were women. Such women did not have to perform manual labor, but their choices were likewise constrained.

Table 2D
NUMBER OF CHILDREN OF THE WOMEN

Number of Children	f	%
1-3	120	64
4-6	65	35
7-9	2	1
Total	187	100

Table 2D shows that of the 187 women, 120 of them or 64.17% got 1-3 children, 65, or 34.76% got 4-6, and 2, or 1.07 got 7-9. This means that the data on 1-3 children of women is considered an average number of children in the Philippines. This implies that parents have to maintain their responsibility, where good food and other needs can be met by them for the family.

This is supported by the United Nations Database of Household Size and Composition (2017), that the presence of children in the household has major implications for a household's priorities, particularly with respect to the demand, and allocation of resources, for education and health care. In countries of Africa and Asia, a substantial majority of households more than 80 percent include at least one child under 15 years of age. By contrast, in most countries of Europe, fewer than 30 percent of the households include children. In Bulgaria and Germany, the percentage of households with children is particularly low, at less than 20 percent.

Table 2E

**NUMBER OF CHILDREN WHO STUDIED IN ELEMENTARY
AND HIGH SCHOOL OF THE WOMEN**

Children studied in Elementary	f	%	Children in High School	f	%
Kindergarten to Grade 3	35	28.69	Grade 7 to 9	40	62
Grades 4 to 6	87	71.31	Grade 10 to 12	25	38
Total	122	100	Total	65	100

Table 2E presents the number of children studied in Elementary and the number of children studied in high school. It shows that grades 4 to 6 got 87 or 71.31% and kindergarten to grade 3 got 35 or 28.69 while grades 7 to 9 got 40 or 61.54 and grades 10 to 12 got 25 or 38.46 respectively. This data shows that of 187 women, 122 of them have kindergarten and elementary learners ages ranging from 5 to 12, while 65 of them have high school students ages ranging from 13-20. This means that this group's grade level of the children in elementary and high school signifies the age of these women which means they are in their childbearing and productivity. However, their childbearing capacity may be way ahead of their age while their children's school level is simultaneously developing with their economic productivity which means that as they provide and support their family through their work may be in conflict with their responsibility in meeting the needs of their children through teaching and coaching with their modules.

In support of this finding, Oloo (2003) stated that familial influence is an important factor affecting both female and male students' academic achievement. As to him, familial education and socioeconomic status have an impact on a student's academic achievements at any level of education. Students with families who completed college education tend to achieve at the highest levels. Students whose families were well-educated had a far better statistical chance of participating in tertiary education.

2. Determine the plights of the women in Sorsogon along Management of the modules of their children, management of the family's health, and management of the expenses/resources for the family.

Table 3A

WOMEN'S MANAGEMENT OF THE MODULES OF THEIR CHILDREN

INDICATOR	f	%
SYSTEM OF FETCHING THE MODULES OF THEIR CHILDREN		
Pick and return the modules on the schedule given by the teacher	137	73
Give my elder son/daughter the responsibility to fetch and return the module/s to the school	25	13
Ask favor from a neighbor, friend, and colleague to fetch and return the module	25	13
Total	187	100
SYSTEMS ADOPTED IN TEACHING AND COACHING OF THEIR CHILDREN		
Explain the question and the children answer the questions in the modules	150	80
Provide cue statements in the modules and finish by themselves	27	14
Answer the whole modules	10	5
Total		100
PROBLEMS ENCOUNTERED IN TEACHING THEIR CHILDREN ON THEIR MODULES		
Not satisfy with the result and the grade given to the modules of their children	40	21
No time provided to my children for their modules because of the need to prioritize my work	100	53
no trust given to the husband to teach, tutor and coach our children for their module since they have no idea about it	47	25
Total		100

Table 3A shows the women's management of the modules of their children. Of the 187 women, 137 or 73.2 of them managed to pick and return the modules by themselves based on the schedule given by the teacher while they give their elder sons/daughters the responsibility to fetch and return the module/s to the school or ask for a favor from a neighbor, friend, and colleague to fetch and return the module got 25 or 13.4 respectively. The data means that majority of the women are vendors and teachers, they represented themselves differently since the former is under a blue-collar job, while the latter is a white-collar job. But these women find themselves with common

behavior towards the concerns for their children. They really see to it that they provide time to teach and coach with their modules as well as pick and return the modules at the designated time and place. In the interview revealed by these women that *“I picked the modules in the afternoon after my office hour at 5:00 pm and return after a week since the design of the modules is a one-week duration”*. Another mother revealed that *“I also wake up early in the morning but it is not for me to pick the modules of my children but to see to it I will get more proceeds in selling my vegetables, and since my friend is my regular customer, I asked her a favor to pick the modules of my children and bring it at home because she is our neighbor”*. The other one revealed that she was afraid to send her son and daughter in picking up and returning the modules because they were not yet vaccinated.

On the other hand, of the 187 women, 150 or 80.21% managed to adopt a system in teaching and coaching their children with their modules by explaining the question and the children answer the modules; while 27, or 14.44 by providing cue statements for the modules and finish by themselves and 10 or 5.35 they answer the whole modules. The data means that these women were able to find a way to teach and coach with their own preferred strategies such as explaining, providing cue statements, and finishing by themselves once well comprehended or answering the whole modules by themselves. As they have revealed in the interview, *“As I reached home, I rest for a while and start teaching and coaching my children with their modules, since there are three of them. “I individually coached and taught them with their modules and most of the time I play like a teacher because I explain to them their lesson in their modules, I really see to it that once understood by them, I let them answer the modules”*. One mother said that, *“I asked my child to read it to me aloud the part of the module that needs answers and after which I asked him questions that are leading to cue statements, and once understood by them, I asked them to finish the whole part and I assured them that I will check it later”*.

While 100 or 53.48 of these women encountered problems in teaching their children for their modules, have no time provided to their children for the modules because of the need to prioritize their work; 47 or 2.13 no trust have given to the husband to teach, tutor, and coach our children for their module since they have no idea about it, and 40 or 21.39 not satisfy with the result and the grade given to the modules of their children.

The data means that these women as working mothers encountered conflict of time since their economic resource is solely spent for them to produce economic output. However, since the pandemic, they were given work from a home scheme which they thought would be easy for them to work at home but they have discovered that the same economic time had been used for them to teach and coach their children with their modules. One of them said that *“I thought I can do many things since I already own my time and bring my work at home with no restrictions.” “But the more time I tried to control the more conflicting it becomes because my children also need my time for me to teach and coach them with their modules”*, she continued sharing in the interview. Some of them mentioned one of the problems is that *“my husband refused to teach and coach our children with their modules because their patience had been tested because he wanted that explanation can only be done once not twice or more.”* In this case, some said instead to focus on the refusal of their partner they tried to ignore it since they do not want that this may end a conflict.” But sometimes, they are considerate in a way that they assumed the other responsibility such as preparing the healthy menu, tending to the little ones, and washing their clothes.” *“But of course, the most frustrating is when the result of the modules is not satisfying because I feel that our efforts were not recognized by the teachers.*

This means that women are facing multitasking or multi-responsibility in 24 hours of their lives in both familial and economic concerns. These two concerns may test the best characters of these women since the former is unpaid in nature while the latter is paid. However, both have demands that need immediate action from these women. In this scenario, women may be disregarded their emotional and psychological aspects of the underlying emotions were ignored as they tried their own means to be part of the solutions.

This finding is supported by the finding of UNESCO (2021), although 44% of survey respondents have had to cut back their working hours to assume greater household or care responsibilities during the pandemic, other respondents reported some positive outcomes. Most notably, 54% said that they had enjoyed more flexible working hours. Four in ten (42%) had been able to expand their professional skills or experience, 27% had found more time to work on their research, 26% stated that their employer had invested in new technologies for telework or telestudy, 20% had found an opportunity to broaden their public engagement and 19% had augmented their scientific publications.

Likewise the findings of Power (2020) by saying that feminist economists have drawn attention to the “third shift” which refers to the undervalued and unpaid emotional labor that is mostly taken care of by women. Sociologist Heejung Chung (2020) describes the situation as “ensuring the emotional well-being of not only...children but also parents and other family members. In other words, they are in charge of the mental load of worrying about the family.” Despite claims that women can “have it all” (Slaughter 2015), this aspiration is a myth for many women. Unpaid care responsibilities have a negative and measurable impact on women’s participation in the paid economy. The ILO (Addati et al. 2018) estimates that 606 million women, or 41% of those currently inactive from the standpoint of formal employment, are outside the labor market because of their unpaid care responsibilities.

Table 3B

MANAGEMENT OF FAMILY'S HEALTH DURING THE PANDEMIC

INDICATOR	f	%
SYSTEM THEY HAD ADOPTED IN ASSURING GOOD HEALTH FOR THE CHILDREN		
Provide them healthy food and vitamins	50	27
Assure their security that they cannot be exposed	25	13
Strictly imposed the stay at home	25	13
keep them with their facemask and face shield	55	29
keep on updating ourselves with barangay, provincial and national directives	32	17
Total	187	100

Shown in table 3B is the management of the women for their family's health during the pandemic. Of 187 women, 55 or 29.41% of them keep their family with their facemask and face shield, 50 or 26.74% provide them with healthy food and vitamins, 32, or 17.11 keep on updating themselves with barangay, provincial and national directives, and 25 or 13.37% assure their security that they cannot be exposed and strictly imposed the stay at home which means that women have established their own system in sharing their health concerns. They have shown they are being proactive persons since they exhibited and contributed immediate action, and creativeness, show initiative and persevere until this pandemic is over.

The findings of this study mean that they can easily be tapped through their mutuality of obligations in the prevention/spread of the virus for sake of the health of their families in any way which also means that they understood their shared responsibility in the prevention of the spread of the virus. Moreover, their creativity, initiatives, and the shared responsibility of women had been recognized in different aspects.

This finding is supported by the findings of UN Women (2021), the Ministry of Women's Empowerment and Child Protection (MOWECP), and the World Health Organization (WHO) announced the winners of "Perempuan dan COVID-19" Comic and Illustration Competition. The competition, supported by the Government of Japan, highlights the experiences of the COVID-19 pandemic from the perspective of women and girls in Indonesia. In total, 372 artworks were received from across the country, each portraying the participants' understanding of how women's lives have been impacted during the pandemic and how women are playing a central role in preventing the spread of COVID-19 and keeping their families and communities safe and resilient.

Table 3C

MANAGEMENT OF THE EXPENSES/RESOURCES FOR THE FAMILY

Indicator	f	%
AS A PARTNER OF THEIR HUSBAND/SOLO PARENT, HOW DO YOU HELP TO MINIMIZE THE EXPENSES OF THE FAMILY		
Use our backyard for planting and raising vegetables for the consumption of the family	45	24
Engage in budgeting	50	27
Engage in extra income like cooking for sale just to earn money	28	15
Join in the Government project such as cleaning the surroundings just earn extra income.	30	16
Engage extra income like laundry job, tending children and other creative job just to have additional money for the family's expenses.	34	18
Total	187	100

Table 3C shows the women's management of the expenses or resources for the family. It is shown in that table that of 187 women, 50 or 26.74% engaged themselves in budgeting; 45, or 24.06% used their backyards for planting and raising vegetables for consumption and additional income for the family; 34 or 18.18% engage extra income like laundry job, tending children and other creative jobs just to have additional money for the family's expenses; 30 or 16.04% joined in the Government project such as cleaning the surroundings just to earn extra income, and 28 or 14.97% engaged in extra income like cooking for sale just to earn money. This result had been supported by the previous findings of this study which prove the proactive characteristics of these women which means they can do many things by sharing themselves in the scenario that this pandemic brings to the lives of people. Although, their means may be paid or unpaid, the most important is their initiatives in bringing the development for the family. Moreover, this attests that these women are the best partner of their husbands in bringing development to the family.

Also, from this point, women may be rightful to receive the recognition that they too are the head of the families which have the capacity to provide additional finances to the family.

This is supported by the findings of Power (2020), that the “Triple R Framework,” which was developed to better value, include, and support the care economy. The Triple R Framework originally promoted policies to “recognize, reduce and redistribute” care work (Elson 2017) and was adopted by the United Nations Secretary-General’s High-Level Panel on Women’s Economic Empowerment, established in September 2015, as well as other women’s advocacy organizations. The recognition acknowledges that unpaid care work is often taken for granted and ignored both in households and in wider society. Recognition means taking unpaid care work into account in analysis and policy making, including recognition of social norms, gender stereotypes, and power relations and discourses (Samman et al. 2016). Reduction implies reducing the amount of care work through public investment in infrastructure, including transport, water, electricity, and cooking stoves in areas where the necessary services and equipment are lacking (Addati et al. 2018). Redistribution of care work implies sharing the work between households and society as well as between women and men. It includes challenging gender stereotypes and norms, provisioning public child-care services for working parents, and tackling gender discrimination at work (Samman et al. 2016). Later, a fourth “R” represent was added to the framework, to promote the representation of carers in relevant policymaking, and develop the capacity of carers so that they can be directly included in decision-making (Action Aid, Institute for Development Studies, and Oxfam 2015). The International Labour Organization added the fifth “R” reward as part of their focus on decent work (Addati et al. 2018).

3. Determine their feelings, doing, and thinking about the pandemic 19 along the identified variables

The feelings of the mothers on modules, health, and as the co-partner of the husband in raising the family in the pandemic

The pandemic has changed the lives of people around the world. It brought them different feelings because of the non-existence of this virus which is attacking the lives of people. In the Philippines, education had its share in surviving itself because this becomes a tool for every Filipino in making themselves survive this disease to increase their awareness that made them less selfish because of the need to secure the family.

A statement from a mother and as a solo parent, *“I felt I cannot find myself no direction” because of the lockdown that made it impossible to identify themselves from one role to another. In this case, I have realized that there were multiple roles added to me like ensuring the education, and health of the children and even for our economic survival. “I am anxious about the health, and education of my children, according to a mother of two children. “I even reached the point of hating myself and my child because as the topic for the classroom lesson gets harder in its explanation the more my child did not get it”. “In my thought, I do not like to become a teacher”.*

Another mother said, *“Just to ensure the education of my children, this pandemic had tested the kind of knowledge that I have especially in working on the modules”* according to a mother of three children who are in grades 3, 6, and a 1st-year high school student. Before the pandemic, *I am not used to teaching my children about their assignments. As a mother, I just remind my children to do their school assignments by themselves at night before retiring to bed because as a solo parent, I am always tending to my everyday work in the market to sell vegetables and others. But in this pandemic, as the government declared a lockdown for almost two weeks, I happened to be with my children the whole day and every day of that two weeks. I gradually see their struggles because they are not used to that answering the questions in their modules. In looking at their situations, especially my grade 3 daughter, I was there to rescue her with the help of her siblings. But the help which they have extended to her is still not enough for her because there were technical words that need really to explain from the modules and the more I am not comfortable with the situations, the more it leads me to increase my feeling of emptiness because I have this thought that my children have not gotten the right education and not fed well, according to a working mother. As she continues saying, what if I don’t have any means to support our daily needs? What if there was no Work From Home (WFH)scheme given by the workplaces? Who would be helping them with their modules?*

However, as getting near the end of the three weeks or one-month lockdown, I noticed the money in my hand which is my capital for buying and selling vegetable business had been part already of our daily expenses even there is government support I find it not enough for us since we are refrained from proceeding to the market and picked vegetables from a wholesaler capitalist because of the government restrictions. From this point, according to one of them, “I continue to have this feeling of not knowing what to do next.”

The professional women were saying about their work and home concerns because their WFH scheme required them by their government offices. As one working mother had said that *I am adjusting to the situation because I have found out that the more I stay at home the more work I am dealing with the everyday problem because as I go on with my office works at home it simultaneously occurs with the household chores that need attention. Although these are multiple tasks, I did not foresee earlier which one I need to do first because of the unpredictable needs of my children which means that they don’t even care about doing their school work. But most of the time, I have this feeling of not knowing what to do next because I am not used to bringing my work, especially if it conflicts with the needs of my children. It would really be difficult for me to feel this situation of mine, I sometimes end myself having a feeling of not liking anymore myself that I have. Also, I have this kind of feeling of hating my husband because he is always not helping and kept on refusing to help me in teaching and coaching our children with their modules.*

From this sharing, there were different feelings that have been identified by these mothers as they continue encountering the most difficult situations that led them to juggle the activities that fall under their responsibilities of being a mother and at the same time as the partner of my husband just to sustain and make survive for their everyday living.

According to the mothers, in this pandemic, *“they have realized that cooperation as the element of development needs to be given attention, especially when they are couples. It is not enough that one only would be working for the family. I have realized we need to complement each other as they make their family survive.* These different feelings led the mothers more struggle with their situation during this pandemic.

The Things they are doing during the pandemic

Out of those things felt by these mothers, they have been promising to themselves not just feeling them out but the need to do something for them to ask help from their husbands. Like this working mother of three of her own children and with an adoptive child says, that she has to orient, teach her children, and do their modules because the time she spent and will be spending to assist them with their modules are the same amount of time she will be using/spending for her to accomplish her job. So, explained to her children that her salary will be affected if she does not comply with what is needed by her job.

Another mother said, *“I delegated the responsibilities to my husband and children in order for me to at least lighten our situation because I do not want that my spouse just simply do his job as specified in his workplace but I want him also to see my struggle as I teach and coach our children with their modules. So I initiated to have an agreement together with my children and husband. Finally, he assumed some of the household chores by doing the laundry, providing us with a good meal for us to be healthy, and doing the marketing while my children take their share responsibility by doing their modules and later ask me to review them through questions and answers based on the modules. As the daily routine turns ins and outs of the day, at least, I find myself or our situation lighter even where we are compelled by this pandemic.*

While this working mother of four children said that *she discussed her struggles with her husband but understood his situation as the sole breadwinner of the family. “I freed him from the household chores and modules as long as he has to provide the family's financial needs regularly and more than enough with our needs including our health concerns.” But most of the time, when he has no deadline with his job, I found him helping our children in answering their modules.*

One mother attests that even *the marital relationship is also somehow affected by the situation because “when I do the bulk of the work at home because my children still need full guidance in making their modules and need to be on time for the submission, sometimes I am no longer responding to my husband.” But sometimes, he asked me to go out with him and do some refreshing activity when our children are already engrossed with their modules, probably, he understood my situation.*

Also, a vendor mother and a professional mother share the same experience, when they asked their husband to pick the modules in school, they found out that what modules have been taken from the school are in the same subject which are intended for the other children in the same class with their daughter. So, I exerted efforts in returning the modules to the schools because their husbands refused to do it.

Also, another mother tried to get into the interview by inserting issues about her children who wanted to go out from their own homes or kept narrating about their experiences in school before the pandemic where they were used to playing and studying because her reason for doing it that is to simply send a message that she wanted this pandemic to be over and face to face be back again. She added deeply, *that her children did not learn from the modules.* In this situation, these mothers are helping more than they were, but they assumed the lioness share of the housework just only to maintain the psychological and emotional aspect of the family. It seemed that they do the most of the obligatory familial duties of the family than their husbands. These obligatory duties of these mothers are really part of the global role of women such as caretakers, protectors, and providers.

The thinking that they have in their minds during this pandemic

There was much thinking that came out from the minds of these women during this pandemic as revealed by them in the interview. *“It is hard for me to think many ways but after such, it ends me thinking of means to start since I am a working mom to manage the modules of my children”.* *“We need to exert extra effort to assist them or help them understand the content of their modules” as they continue in their sharing.* Likewise, *“it is stressful and drains me to think that every after a session in the module with my kids.”* They were saying that *“it is hard for us mothers and also for our children to stay in a modular approach.”*

These thoughts of women somehow branched out to the different issues and concerns they have encountered in their lives. Their thinking ended them with more worries that stifled them to do or not to do. Since most of these women belonged to white-collar jobs so they were exposed to the social environment of their workplace that inspired them to establish relationships with their co-workers such as providing them with advice, help, and guidance that may redirect their decisions in times of difficult situation which means that even pandemic these women did not stop interacting with their fellow workers.

Another situation that made them think to do an action or actions, one of them said that *“my husband and I share tasks by getting into an agreement in teaching our children with their module, and to whoever has time to do so shall be the one to attend the kids.”* This situation led them to think differently but these women have great faith, they totally entrust themselves to God for their health.

Also, out of their thinking of hopelessness, this made them act to the best that they can on the situation by continuing their prayer for them *“to sustain our health and financial needs, that's the primary thing we do as parents.”* *“If ever there is someone sick in the family, which we seldom experience as of the time of this interview (still praying not one from us gets sick), we first apply the organic or natural remedy, and if we observed that there is the need to see the doctor(especially with the kids) we quickly take a visit in the clinic.”* Although, every one of these women thought differently for their own survival from this pandemic their actions making themselves safe are considered as their collective actions.

4. Design extension programs based on the suggestions of the women

Table 4
WOMEN'S SUGGESTIONS ON HOW THEY CAN BE LEARNED MORE FROM THEIR SITUATION IN THIS PANDEMIC

Suggestions	f	Ranking
An extension program: Conduct Activities, Seminar and Workshop, and training on the different topics of Gender and Development “KUSOG KAN KABABAIHAN KAN SORSOGON: A face to face encounter.	167	1st
Livelihood for Rural Based Organization:Pakikipag-ugnayang Agriculture	5	4th
Gulayan sa Bakuran: Pansariling Sikap	10	3 rd
Cooking Classes: Pangkabuhayang Lumalago	15	2 nd
Total	187	

Table 4 shows the suggestions of the women on how they can be learned more from their situation in this pandemic. Of the 187 women, 167 of them chose as their 1st in rank this “An extension program: Conduct Activities, Seminar and Workshop, and training on the different topics on Gender and Development “Kusog kan mga Kababaihan,” they found this project appealing to their senses, in fact, one of the mothers said, “I want to learn more about gender equality, and RA 9262 and of other laws pertaining to women.” While Cooking Classes: Pangkabuhayang Lumalago got the 2nd rank, Gulayan sa Bakuran: Pansariling Sikap rank 3rd, and Livelihood for Rural Based Organization: Pakikipag-ugnayang Agriculture got 4th in rank.

This means that this extension program for these women may be their tool in becoming aware of the growing culture of recognizing women based on the regard that is given to them as having a greater role in nation-building. They may also lead them to gradually expose the different stories of women on inequality, forms of abuse, stereotyping, and discrimination in all forms of media such as television, radio, meetings, and another venue. This may be also their way for some of them to come out in the open and seek help and probably eradicate the abuses. This finding found the same support from the findings of Umubyeyi, Persson, Mogren & Krantz (2016) that *gendered norms and values defeat the violence legislation in women's health care seeking when women are abused*” expressed the health care professionals’ experiences of the double-faced situation which women exposed to IPV met in their help-seeking process. Positive initiatives to protect women were identified, but the potential for abused women to seek help and support was reduced because of poverty, gender inequality with prevailing strong norms of male superiority, and the tendency to keep abuse as a private family matter.

CONCLUSIONS

1. Most of the respondents are middle-aged, vendors, married, and have 3 children who are in grades 4-6 and grades 7-9.
2. For the plight of these women during the pandemic, they have adopted different strategies such as picking and returning the modules for them to help their children continue their education and explaining and answering modules for them to ensure that their children are learning. But generally, they have no time provided to the children for their modules because they have prioritized their work while managing their health and resources, healthy food and vitamins were provided, and they have engaged in budgeting.

3. The plight of these women in this pandemic has expressed their feelings, identified the things that they can do, and even confessed their own difficulty in thinking in coming out more ways how to do this and motivated them to continue praying, sustaining their health so they can survive from this pandemic.

4. Women suggested the “An extension program: Conduct Activities, Seminar and Workshop, and training on the different topics on Gender and Development “Kusog kan Mga Kababaihan: A face-to-face encounter as the means for them to be informed, and heard about their plight in this pandemic.

RECOMMENDATION

1. The demographic profile of the women needs to be used for the conduct of the extension programs intended for these women.

2. The plight of these women in this pandemic needed to be addressed as part of the extension program.

3. The University through the Office of GAD design more extension programs that may offer capacity-building, programs, projects, and activities for its stakeholders.

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