

UNVEILING DIVERSITY: PROFILING OF MARGINALIZED STUDENTS AT BATAAN PENINSULA STATE UNIVERSITY AS A FOUNDATION FOR INCLUSIVE POLICY DEVELOPMENT

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Abstract: This research examined enrolled university students from 11 marginalized sectors (children of solo parents, solo parents, differently-abled students, indigenous community members, students with OFW parents, working students, primary family caregivers, violence survivors, LGBTQI++ students, children of farmers, and children of fisherfolks) to assess their profiles for utilization in subsequent research, specifically gathering socio-demographic characteristics and identifying differential activities and problems encountered by sex to determine marginalization in specific contexts. The data reveals a complex landscape of challenges including economic hardship, discrimination, violence, mental health issues, and educational barriers among marginalized student populations who are predominantly young, single, and Catholic with some religious diversity, while showing relatively equal overall gender distribution but notable disparities within specific groups such as children of solo parents, working students, and students with OFW parents. These findings suggest the need for targeted interventions and support systems to address the diverse needs of these student populations and promote inclusivity, mental well-being, and access to education. Also, gender disparities requires tailored interventions and support systems that consider the diverse needs and experiences of both male and female students

Keywords: marginalized students, higher education equity, socio-demographic characteristics, gender disparities, student support systems

Introduction

Understanding marginalized student experiences is essential for developing inclusive educational practices, as these students face systemic barriers due to race, ethnicity, socioeconomic status, gender identity, sexual orientation, disability, or immigration status that create inequities in access, resources, and support, significantly impacting their academic achievement and belonging (Hurtado et al., 2012; Museus & Griffin, 2011; Yosso, 2005). Beyond the Magna Carta of Women (Republic Act 9710, 2009), various Philippine laws address marginalized sector needs, establishing national policies for government agencies including state universities: the Solo Parents Welfare Act (Republic Act 8972, 2000), disability rights laws (Republic Acts 7277, 1991; 10754, 2016), Indigenous Peoples Rights Act (Republic Act 8371, 1997), the Philippine Gender Equality and Women Empowerment Plan 2019-2025

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(Philippine Commission on Women, 2019), and CHED memoranda on student affairs services (Commission on Higher Education, 2013) and gender and development policies (Commission on Higher Education, 2015).

BPSU has been commendable in its efforts to provide assistance to its students, especially during the time of this pandemic (Bataan Peninsula State University, 2021). However, in previous gender analysis sessions and meetings with officials and stakeholders, it was identified that those who belong to marginalized sectors identified in RA 9710 (specifically Solo Parents, Indigenous Persons, the Differently-Abled, victims and survivors of gender-based violence, children of migrant workers and working students) still experience challenges with school-personal life balance (Santos & Cruz, 2020). This is largely due to very limited baseline gender data collected about and from students belonging to marginalized sectors; thus, leading to an absence of concrete and measurable institutional policies and programs that would address their practical and strategic gender needs and interests (Reyes et al., 2019).

This research is focused on assessing the profile of the students belonging to marginalized sectors to be utilized by another research study. Specifically, it aims to gather and assess the socio-demographic characteristics of student respondents and identify the differential activities and respective problems encountered by student respondents determining marginalization in a specific context, by sex.

Literature Review

Marginalized Students in Higher Education

Harper and Hurtado (2007) define marginalized students as those experiencing systematic disadvantages due to membership in historically underrepresented groups, including racial and ethnic minorities, first-generation college students, low-income students, students with disabilities, and LGBTQ+ individuals. These students face multiple intersecting challenges impeding academic success and overall well-being. Yosso (2005) argues that conventional educational frameworks often fail to recognize cultural wealth and assets marginalized students bring to academic institutions, instead focusing on perceived deficits. This deficit-based approach perpetuates inequities and limits student success opportunities. Similarly, Rendón et al. (2014) emphasize that marginalized students frequently experience non-belonging within academic environments historically designed for privileged populations.

Solo Parents

Duquaine-Watson (2017) and Nelson et al. (2013) found that single mothers in college struggle with time management, financial constraints, and limited support systems, negatively impacting academic performance and persistence while balancing childcare responsibilities with academic demands.

Indigenous Students

Indigenous students encounter cultural disconnection and institutional barriers affecting belonging and academic achievement. Brayboy (2005) argues that many higher education institutions fail to incorporate indigenous ways of knowing, creating culturally alienating environments for Native students.

Students with Disabilities

Despite legal protections under disability rights legislation, Hong (2015) notes that students with disabilities continue experiencing barriers related to accessibility, accommodation processes, and social stigma.

LGBTQ+ Students

Research indicates these students often face discrimination, harassment, and exclusion within campus environments. Woodford et al. (2012) found that LGBTQ+ students experiencing campus climate issues report more negative academic and mental health outcomes.

Working Students

Perna (2010) found that students working while attending college often experience reduced academic performance and lower graduation rates compared to non-working peers. Financial pressures combined with time constraints create significant stress impacting overall college experience.

Children of Migrant Workers

Parreñas (2005) discusses emotional and psychological impacts of parental migration on children's educational experiences, noting challenges related to family separation, financial instability, and cultural adaptation.

Violence Survivors

Fisher et al. (2010) found that students experiencing sexual assault or intimate partner violence often struggle with academic performance, mental health issues, and social isolation, with trauma having long-lasting effects on educational engagement.

Intersectionality and Success Factors

Crenshaw (1991) emphasizes the intersectional nature of marginalization, arguing that students often belong to multiple marginalized groups simultaneously, creating compound challenges. Hurtado et al.

(2012) developed a model for diverse learning environments recognizing complex interplays of institutional, interpersonal, and individual factors influencing marginalized student experiences. Despite challenges, research identifies success-promoting factors. Rendón (2002) discusses validation concepts involving affirming student experiences and potential. Tinto (2012) emphasizes student engagement and belonging importance for retention and success among diverse populations. Kuh et al. (2008) identify high-impact practices as particularly beneficial for marginalized students. Philippine research on marginalized students remains limited but growing. Bernardo et al. (2009) examined indigenous student experiences in Philippine universities, finding cultural mismatch and lack of support services as significant barriers. Despite legal protections, Torres and Cruz (2018) argue that many Philippine higher education institutions lack comprehensive marginalized student population data, making targeted intervention development difficult.

Conceptual Framework

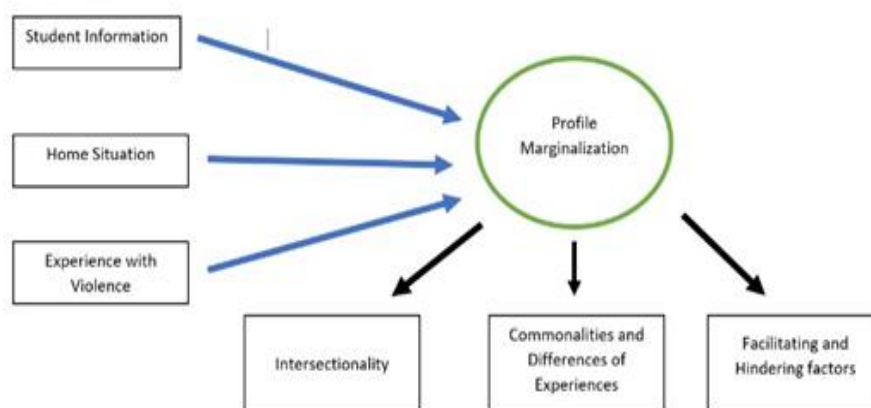


Figure 1. Research Paradigm

This study employs intersectionality theory (Crenshaw, 1989, 1991) as its conceptual framework, providing a critical lens for understanding how multiple social identities and oppression systems intersect to create unique marginalization experiences that cannot be adequately understood by examining social positions independently. The framework demonstrates how student information, home situations, and violence experiences converge to create distinct marginalization profiles among students from racial, cultural, linguistic, and socioeconomic groups with historically limited sociopolitical power who face barriers accessing educational resources and support.

Three analytical dimensions—intersectionality, commonalities and differences of experiences, and facilitating and hindering factors—operationalize the theory's core understanding that intersections of race, gender, and class expose individuals to exponential forms of marginalization and oppression,

reflecting intersectionality's emphasis on nuanced research approaches that avoid oversimplified individual depictions.

Materials and Methods

This study utilized descriptive survey design to gather data about varying subjects and determine the extent to which different conditions exist among subjects. Information was collected using structured research profiling instruments, with findings identifying patterns and trends providing contextual understanding and explanation.

The study was conducted across all BPSU campuses involving officially enrolled students. BPSU is situated in Bataan Peninsula, a Central Luzon province in the Philippines, with multiple campuses offering diverse academic programs and facilities.

The sampling frame consisted of students enrolled in the university belonging to eleven identified marginalized sectors: children of solo parents, solo parents, differently-abled students, indigenous community members, students with OFW parents, working students, primary family caregivers, violence survivors, LGBTQI++ students, children of farmers, and children of fisherfolks.

For a population of 17,950 students, appropriate sample size was computed with 5% margin of error, 95% confidence level (Z-score ≈ 1.96), and estimated population proportion of 0.5 for conservative estimate. Sampling utilized initial respondent characterization using inclusion criteria of bona fide BPSU students regardless of residency.

Investigated variables included demographic characteristics, home situations, violence experiences, and LGBTQI++ students' school experiences. Statistical treatment utilized descriptive statistics including frequencies and percentages for data analysis.

Results and Discussion

Sociodemographic

<i>(1) Year level</i>	<i>f</i>	<i>%</i>	<i>(4) Religion</i>	<i>f</i>	<i>%</i>
1st	1172	36.39	Catholic	2420	75.13
2nd	944	29.31	Born Again Christian	368	11.43
3rd	535	16.64	Iglesia ni Kristo	185	5.74
4th	565	17.57	Methodist	62	1.92
5th	5	0.16	Baptist	40	1.24
Total	3221	100.00	Others	27	0.84
<i>(2) Sex</i>	<i>f</i>	<i>%</i>	Latter Day Saints	16	0.50
Female	1901	59.02	Members of Church of God International (MCGI)	16	0.50
Male	1320	40.98	Muslim	12	0.37
Total	3221	100.00	Iglesia ng Dios	9	0.28
<i>(3) Age</i>	<i>f</i>	<i>%</i>	Aglipay	8	0.25

16-20 years old	1983	61.56	Atheist	8	0.24
21-25 years old	1163	36.11	Jehova's Witnesses	8	0.25
26-30 years old	58	1.80	Church of Christ	6	0.19
31-35 years old	10	0.31	Protestant	5	0.16
36-40 years old	5	0.16	Adventist	3	0.09
41-45 years old	1	0.03	IEMELIF	3	0.09
46-50 years old	1	0.03	Kabalanbanalang Iglesia ng Dios kay Kristo Hesus	3	0.09
Total	3221	100.00	Seventh day Adventist	3	0.09
			Other denominations	18	5.4
			Total	3221	100.00

The demographic composition of the 3,221 student respondents reveals a predominantly younger student population with notable gender and religious diversity patterns. Year level distribution demonstrates a concentration in early academic years, with first-year students comprising the largest proportion at 36.39% followed by second-year students at 29.31%), fourth-year at 17.51% and third-year at 16.58% while fifth-year students represented a minimal 0.16%. Gender representation shows a female majority at 59.02% compared to 40.98% males.

Age demographics indicate a concentration within the traditional college-age range, with 61.56% aged 16-20 years and 36.11% aged 21-25 years, while older age groups represent minimal percentages, suggesting the sample primarily captures traditional undergraduate populations. Religious affiliation demonstrates Catholic dominance at 75.13%, followed by Born Again Christians at 11.43% and Iglesia ni Cristo at 5.74%, with smaller representations of Methodist (1.92%,) and Baptist (1.24%) denominations, indicating religious diversity within a predominantly Catholic framework that reflects broader Philippine demographic patterns.

Marginalized Identification

<i>(5) Marginalized sector</i>	<i>Frequency</i>	<i>Percentage</i>
Children of Solo Parent	949	19.92
Students with OFW Parents	656	13.77
Working Students	481	10.10
Students with different Sexual Orientation (LGBTQI++)	744	15.62
Children of Farmers	435	9.13
Solo Parent	156	3.28
Children of Fisherfolks	238	5.00
Students who experienced violence	102	2.14
Different abled Students	156	3.28
Primary caregiver of the family	768	16.12
Students belonging to Indigenous Community	42	0.88
Living with guardian	11	0.23

Children of separated parent	8	0.17
Children of PWD Parents	7	0.15
Living Independently	4	0.08
Children of 4P's Recipients	3	0.06
Living with a Partner	3	0.06
Total	4763	100

Children of a Solo Parent

	<i>Sex Distribution</i>		
<i>(7) You are living with your?</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
Father	74	69	144
Living alone	13	19	32
Mother	296	254	550
Relatives	106	118	224
Total	489	460	949
Total	489	460	949
<i>(8) Who shoulders your expenses?</i>			
Both	162	154	315
Father	95	90	185
Mother	175	162	337
Relatives	57	54	111
Total	489	460	949
<i>(9) Is what they are giving you enough to sustain your (and your siblings, if any) needs</i>			
No	136	120	256
Yes	353	340	693
Total	489	460	949

Most live with mothers (57.96%), with family expenses shouldered by both parents (33.19%) or mothers alone (35.51%). Despite challenges, 73.02% reported receiving adequate support for their needs.

Solo Parent Students

	<i>Sex Distribution</i>		
<i>(11) How many children do you have?</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
0	52	56	109
1	16	5	21
2	8	4	13
3	4	3	7
4	2	1	3
5	2	1	3
Total	85	71	156
<i>(12) Are your children living with you?</i>			
No	29	48	77
Yes	56	23	79

Total	85	71	156
(13) If not, they are living with:			
aunts/uncles	1	0	1
relatives	7	12	19
their father	9	15	24
their father's relatives	1	5	6
their grandmother/grandfather	8	11	19
they have their own place	2	5	8
Total	29	48	77
(14) Do you have a partner or are you in romantic relationship right now?			
No	32	31	63
Yes	30	19	49
Total	62	50	112
If yes, is this:			
cohabiting relationship	7	4	11
marriage	3	0	3
non-cohabiting relationship	20	15	35
Total	30	19	49

Most currently have no children (69.87%), with those having children often not living with them due to custody arrangements with fathers or other family members. The majority are currently single (56.25%)

Differently Abled Students

	Sex Distribution		
	Female	Male	Total
(15) What is your disability?			
hearing impaired	12	6	17
mobility impaired	11	23	33
visually impaired	56	47	102
mobility impaired and visually impaired	0	1	1
visually impaired and hearing impaired	0	1	1
mobility impaired and visually impaired and hearing impaired	1	0	1
Total	79	77	156
(16) Are you able to do the following for yourself without assistance or equipment [bathing/ablutions/getting dressed]			
No	5	8	13
Yes	72	68	140
Yes, with difficulty	2	2	3
Total	79	77	156
(17) Are you able to do the following for yourself without assistance or equipment [preparing meals for yourself and eating]			
No	4	6	10
Yes	73	69	142
Yes, with difficulty	2	2	4
Total	79	77	156

<i>(18) Are you able to do the following for yourself without assistance or equipment [going to the toilet]</i>			
No	4	5	9
Yes	74	70	145
Yes, with difficulty	1	1	2
Total	79	77	156
<i>(19) Are you able to do the following for yourself without assistance or equipment [going to market, church, mall, school]</i>			
No	4	6	10
Yes	72	68	140
Yes, with difficulty	3	3	6
Total	79	77	156
<i>(23) What kind of health services are available for you?</i>			
health Center	46	39	85
hospital	8	14	22
OrthopePharmacy/Chemistic center	14	7	21
Physiotherapeutic female professional available	1	3	4
Private Clinic	9	14	23
Others	1	0	1
Total	79	77	156

Visual impairment was predominant (65.38%), followed by mobility impairment (21.79%) and hearing impairment (10.90%). Despite impairments, over 90% demonstrated functional independence across daily living activities. Health centers served as primary healthcare access points (54.49%)

Students belonging to Indigenous Community

<i>(24) Indicate the tribal/indigenous community you belong to</i>	<i>Sex Distribution</i>		
	<i>Female</i>	<i>Male</i>	<i>Total</i>
Agusan Manobo	0	0	0
Ikalahan/Kalanguya	0	2	2
Kalanguya	0	0	0
Magbukun Ayta	9	4	12
Tongraya	0	0	0
Others	19	6	26
Total	28	14	42
<i>(25) What is your main means of living?</i>			
Employed	14	6	19
Farming	6	4	10
Fishing	3	2	5
Others	5	3	9
Total	28	14	42
<i>(26) You are currently living in:</i>			
with friends	0	1	1
with relatives	3	2	5

with your family	23	11	35
Others	1	0	1
Total	28	14	42
(27) Have you experienced any bullying in school?			
No	19	10	29
Yes	9	4	13
Total	28	14	42
(28) if yes, what specific bullying have you experienced?			
A. Indirect bullying from school personnel, teachers or staff	4	2	6
B. Indirect bullying from students	6	3	9
C. Verbal Bullying from school personnel, teachers or staff	2	2	3
D. Verbal Bullying from students	2	2	4
E. Psychological bullying from school personnel, teachers or staff	1	1	2
F. Psychological bullying from students	2	1	2
G. Institutional Bullying	1	1	2
Total	28	14	42

Most belonged to unspecified tribal groups (61.90%) or Magbukun Ayta community (28.57%). Employment was the primary livelihood means (45.24%), with most living with families (83.33%). While 69.05% never experienced school bullying, 30.95% did, primarily indirect bullying from students or personnel.

Student with OFW Parents

(29) Who between your parents is an OFW?	Sex Distribution		
	Female	Male	Total
Both	18	19	37
Father	174	194	368
Mother	119	131	251
Total	312	344	656
(30) How many siblings do you have?			
0	16	29	45
1	58	74	132
2	79	81	160
3	64	75	139
4	38	35	74
5	27	24	52
More than 5	29	26	55
Total	312	344	656
(31) You are currently living with?			
I alone am under the care of my parent who is not a migrant worker	44	74	118
I alone am under the care of relatives	34	42	76
I take care of myself	23	30	54
I take care of myself and my sibling(s)	12	10	22

My sibling(s) and I are under the care of my parent who is not a migrant worker	180	171	351
My sibling(s) and I are under the care of people not related to us	5	5	10
My sibling(s) take care of me	14	12	25
Total	312	344	656
(32) Communication means			
Cell phone	40	42	82
Messenger	26	34	60
Videocall	5	6	11
Zoom	0	0	0
Others	0	0	0
Cell phone and messenger	21	32	53
messenger and videocall	11	18	30
cellphone, messenger and video call	210	211	421
Total	312	344	656
(34) Type of support given			
Educational allowance	94	113	206
Educational and living allowance	157	163	319
Living allowance (food, housing, medical and others)	57	60	117
Others	5	8	14
Total	312	344	656

Fathers predominantly worked overseas (56.10%), with families typically having 2-3 siblings. Most remained under non-migrant parent care (53.51%) and communicated through combined cellphone, messenger, and video call platforms (64.18%). Educational and living allowances comprised the most common support type (48.63%).

Working Students

(35) Are you employed by another person/company or do you have your own business venture	Sex Distribution		
	Female	Male	Total
Employed by another person/company	224	127	351
I have my own business venture	75	55	130
Total	299	182	481
(36) Industry(ies) you currently work for			
Agriculture and Fisheries	43	15	58
Computer	4	7	11
Construction	5	12	17
Education	45	9	54
Electronics	2	3	5
Entertainment	3	4	7
Finance	2	1	3
Food and Food Delivery	68	45	113
Health Care	14	6	21
Hospitality	21	12	33

Manufacturing	4	2	6
Paid Domestic work (e.g. laundry service, caregiving, housecleaning, nanny)	17	4	21
Repair and maintenance	2	14	16
Sales and Retail Trade	36	7	43
Telecommunication	2	1	2
Transport	4	5	8
Others	27	36	63
Total	299	182	481
(37) Please state the average number of hours you work per week			
10 hours	119	80	199
15 hours	47	20	66
20 hours	36	20	56
25 hours	14	13	27
30 hours	22	15	37
more than 30 hours	61	35	96
Total	299	182	481
(38) What is the reason for working?			
For experience	28	21	49
To support my studies	172	119	292
To support/contribute to the family expenses	98	42	140
Total	299	182	481
(39) Is the income enough for the intended purpose?			
No	176	102	278
Yes	123	80	203
Total	299	182	481

Most were employed by others (72.97%) rather than running businesses. Food and delivery services represented the most common employment sector (23.49%), with typical 10-hour work weeks. Primary work motivation was supporting studies (60.71%), though 57.80% found income insufficient for intended purposes.

Primary Caregiver of the Family

(40) Who is/are the family member(s) you personally take care of?	Sex Distribution		
	Female	Male	Total
Grandparents	73	60	133
Other relatives	32	25	57
Parents	266	183	449
Siblings	85	45	130
Total	456	312	768
(41) Do you get financial support being the primary caregiver?			
Not at all	211	148	359
Not on a regular basis	84	39	123

Yes, on a regular basis	161	125	286
Total	456	312	768
(42) Is the financial support enough to cover your expenses?			
No	235	150	385
Yes	221	162	383
Total	456	312	768
(43) If the financial support is NOT enough, how do you augment the financial deficiency?			
By working	295	205	500
Home business	89	56	145
Others	72	51	123
Total	456	312	768
(44) Are you given break/rest day?			
Not at all	124	95	219
Yes	332	217	549
Total	456	312	768

Most cared for parents (58.46%), with 46.74% receiving no financial support. Among those receiving support, 50.13% found it insufficient, leading to supplementary work (65.10%). Positively, 71.48% received breaks or rest days.

Student who Experienced/s Violence

Sex Distribution			
	Female	Male	Total
(45) In the last 12 months, during disputes with your partner or family member, did you or the other person throw punches, or throw/break objects?			
Both of us	1	0	1
No	76	11	87
Only me	3	1	4
Only my family member	9	1	10
Total	89	13	102
(46) In the last 12 months, have you been confronted or have confronted your partner or family/family member about illegal drug use?			
Both of us	3	0	2
I did the confronting	3	0	3
I was the one confronted by my family member	2	1	3
No	81	12	95
Total	89	13	102
(47) In the last 12 months, have you been confronted or have confronted your partners or family member about alcoholism?			
Both of us	1	0	2
I did the confronting	7	1	7
I was the one confronted by my family member	3	1	4
No	78	11	89
Total	89	13	102

<i>(48) In the last 12 months, has your partner or family downplayed the value of what you did? (ex. did not appreciate or acknowledge your contributions or efforts at home)?</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
Never	59	9	68
Often	7	1	7
Seldom	6	1	7
Sometimes	18	2	20
Total	89	13	102
<i>(49) In the last 12 months, has your partner or family made unpleasant remarks about your physical appearance?</i>			
Never	64	10	74
Often	4	0	4
Seldom	7	1	8
Sometimes	13	2	15
Total	89	13	102

While most maintained healthy current relationships, concerning minorities experienced threats and physical violence, with family members slightly more likely than partners to perpetrate various abuse forms. Sexual assault attempts and life-threatening violence occurred at concerning rates, with females disproportionately affected across all violence categories.

<i>Sex Distribution</i>			
<i>(50) In the last 12 months, have you been threatened to be beaten by your partner or family?</i>			
No	58	8	66
Yes	31	5	36
Total	89	13	102
<i>(51) In the last 12 months, have you been slapped or hit by your partner or family?</i>			
No	59	9	68
Yes	30	4	34
Total	89	13	102
<i>(52) In the last 12 months, has your partner or family refused to take your opinion into consideration, ridiculed them, or attempted to tell you what u should think in front of other people?</i>			
Never	59	9	68
Often	4	0	4
Seldom	8	1	10
Sometimes	17	2	20
Total	89	13	102
<i>(53) In the last 12 months, have you been prevented by your partner or family from having access to household resources for your daily needs?</i>			
No	62	9	72
Yes	27	4	30
Total	89	13	102

Among students who experienced violence, threats and physical harm were more commonly inflicted by family members than partners, with 36 students threatened by family and 34 by partners, and 34 physically harmed by family compared to 28 by partners; females were consistently more affected across all cases. Emotional abuse through ridicule or opinion dismissal was reported by 78 students from partners and 68 from family, while economic control was less common but still present, with 23 students denied resources by partners and 30 by family. Despite most students retaining access to necessities, a significant minority, mostly female, faced various forms of abuse, ranging from occasional to frequent incidents.

	Sex Distribution		
(54) In the last 12 months, have you been physically attacked by your partner or family, or have they separated you from them?			
No	75	11	86
Yes	14	2	16
Total	89	13	102
(55) In the last 12 months, have your partner or family member insulted or abused you?			
No	72	11	83
Yes	17	2	19
Total	89	13	102
(56) In the last 12 months, has your partner or family thrown an object at you, pushed you or brutally grabbed you?			
No	75	11	86
Yes	14	2	16
Total	89	13	102
(57) In the last 12 months, has your partner prevented you from going back home, locked you in or locked you out of the house or vehicle?			
No	80	11	91
Yes	9	2	11
Total	89	13	102
(58) In the last 12 months, has your partner or family threatened you with suicide?			
	Female	Male	Total
No	79	11	90
Yes	10	2	12
Total	89	13	102

Among students who experienced violence, severe forms of abuse, though affecting a small minority, raised serious concerns, with family members slightly more likely than partners to commit physical attacks (16 vs. 14), verbal abuse (19 vs. 13), and aggressive acts like object throwing or pushing (16 vs. 12). While most students (86–91) reported no such incidents across categories, including physical separation, insults, confinement, or suicide threats, those who did were often subjected to multiple forms of abuse, primarily by the same perpetrators. Females made up approximately 70–80% of

victims in most categories, highlighting gendered vulnerabilities and suggesting patterns of systematic control and harm rather than isolated acts of violence.

	Sex Distribution		
(59) In the last 12 months, did your partner or family member unsuccessfully try to force you to engage in sexual intercourse?			
No	83	12	95
Yes	6	1	7
Total	89	13	102
(60) In the last 12 months, did someone you knew but not partner or related to me unsuccessfully try to force you to engage in sexual intercourse?			
No	No	80	12
Yes	Yes	9	1
Total	89	13	102
(61) In the last 12 months, did anyone you did not know unsuccessfully try to force you to engage in sexual intercourse?			
No	82	12	93
Yes	7	1	9
Total	89	13	102
(63) In the last 12 months, has your partner or family threatened you with a weapon (knife, tool, gun)?			
No	83	12	94
Yes	5	3	8
Total	88	15	102

Among students experiencing violence, sexual assault attempts and life-threatening incidents affected a minority but raised serious safety concerns, with partners and family members as primary perpetrators rather than strangers. Sexual assault attempts predominantly targeted females by partners (7 of 8 cases) and family (6 of 7), while stranger assaults affected genders equally (96 cases: 49 females, 47 males). Life-threatening behaviors including death threats, weapon threats, and strangulation attempts occurred at similar rates from partners and family (7-8 cases each), with females more frequently victimized by partners while family violence showed balanced gender distribution. Though most students avoided extreme abuse, these patterns reveal serious risks for a vulnerable minority, particularly females in intimate relationships.

Students with Different Sexual Orientation

<u>Students with Different Sexual Orientation</u>			
	<i>Sex Distribution</i>		
<i>(65) Which of the following best represents how you think of yourself?</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
Gender Queer	110	89	199
I don't know	177	99	275
Intersex	18	29	47

Man	42	19	61
Transgender	11	50	61
Transsexual	9	8	17
Woman	51	32	83
Total	417	327	744
<i>(66) People are different in their sexual attraction to other people. Which best describes your feelings?</i>			
Equally attracted to females and males	87	24	111
Mostly attracted to females	20	23	43
Mostly attracted to males	83	32	115
I am not sure (Don't know)	14	10	24
I am only attracted to females	16	211	226
I am only attracted to males	198	27	224
Total	417	327	744
<i>(67) Do you feel comfortable telling other students your sexual orientation?</i>			
No	117	86	202
Yes	300	241	542
Total	417	327	744
<i>(68) Do you feel other students respect your preferred name and preferred gender pronouns?</i>			
No	25	22	47
Yes	392	305	697
Total	417	327	744
<i>(69) Do you feel your professor/s respect your preferred name and preferred gender pronouns?</i>			
No	11	11	22
Yes	406	316	722
Total	417	327	744

Many were still exploring gender identity, with "don't know" responses common (36.96%). Sexual attraction patterns varied widely. The majority felt comfortable sharing orientation with students (72.85%) and reported respect for preferred names and pronouns from both students (93.68%) and professors (97.04%).

Children of Farmers

	<i>Sex Distribution</i>		
	<i>Female</i>	<i>Male</i>	<i>Total</i>
<i>(87) Do you or your family members consider farming as your ancestral occupation or it is something that you have undertaken in the last few years?</i>			
Ancestral occupation	188	130	319
Undertaken few years ago	61	56	116
Total	249	186	435
<i>(88) Are you involved in any community initiatives related to farming?</i>			
Maybe	35	37	72

No	127	70	197
Yes	87	79	166
Total	249	186	435
<i>(89) In your opinion, is the agricultural income sufficient to meet your household expenditure or does it fall short?</i>			
Fall short	168	118	286
Sufficient	81	68	149
Total	249	186	435
<i>(90) Do you do any other work to contribute financially to your family?</i>			
No	126	89	215
Yes	123	97	220
Total	249	186	435
<i>(91) Have you faced any obstacles in pursuing your education due to your family's occupation?</i>			
No	87	68	154
Yes	162	118	281
Total	249	186	435

Farming was predominantly ancestral occupation (73.33%), with most families finding agricultural income insufficient (65.75%). This led many students to seek additional work (50.57%), with 64.60% facing educational obstacles due to family occupation.

Children of Fisherfolks

	<i>Sex Distribution</i>		
<i>(92) Do you or your family members consider fishing as your ancestral occupation or it is something that you have undertaken in the last few years?</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
Ancestral occupation	92	66	159
Undertaken few years ago	54	26	79
Total	146	92	238
<i>(93) Are you involved in any community initiatives related to fishing?</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
No	96	53	149
Yes	50	39	89
Total	146	92	238
<i>(94) In your opinion, is the fishing income sufficient to meet your household expenditure or does it fall short?</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
Fall short	100	66	166
Sufficient	46	26	72
Total	146	92	238
<i>(95) Do you do any other work to contribute financially to your family?</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
No	75	41	116
Yes	71	51	122

Total	146	92	238
<i>(96) Have you faced any obstacles in pursuing your education due to your family's occupation?</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
No	47	29	75
Yes	99	63	163
Total	146	92	238

Fishing was primarily ancestral occupation (66.81%), with income falling short for most families (69.75%). Many students worked additionally to support families (51.26%), with 68.49% facing educational obstacles due to family occupation.

Conclusion

This comprehensive analysis reveals a complex landscape of marginalization experiences among BPSU students, with distinct patterns of vulnerability across eleven identified sectors. The predominantly young, single, Catholic population demonstrates notable gender disparities that intersect with specific marginalization contexts to create unique challenge profiles.

Key findings indicate that economic hardship represents a universal challenge across sectors, while gender creates differential vulnerability patterns requiring targeted interventions. Females face disproportionate challenges in violence exposure, solo parenting contexts, and working student situations, while males encounter specific pressures in caregiving roles and indigenous community contexts.

The study reveals that marginalization varies significantly based on intersecting identities and circumstances, with children of agricultural families facing intergenerational economic challenges impeding educational access, violence survivors requiring comprehensive safety interventions, and working students struggling to balance economic necessities with academic demands often inadequately meeting their needs.

While positive findings include strong functional independence among differently-abled students and generally supportive environments for LGBTQI++ students, demonstrating that targeted support can be effective when properly implemented, the high prevalence of economic insufficiency across sectors and significant educational obstacles for children from traditional livelihood families indicate systemic challenges requiring policy-level interventions.

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Declaration of Interest Statement

The authors declare that they have no conflict of interests.