

Hunchbacks and Coping Mechanisms of Farm Working Pupils



Josel T. Tallo, Maed¹, Mary Leanne Laganhon, Phd²

¹Cambayobo Elementary School, Calatrava Negros Occidental, Philippines

²Carlos Hilado State Memorial University, Talisay Negros Occidental, Philippines

ABSTRACT: This research study determines the hunchbacks and coping mechanisms of farm working pupils at one of the schools in the District of Calatrava-II academic year 2018-2019. A narrative inquiry type of qualitative research was utilized to describe the experiences of the farm working pupils. Six farm working pupils who were selected through purposive sampling were involved as participants in the study. The study was conducted through series of interviews. Three primary themes on hunchbacks of farm working pupils emerged in the findings: Financial Constraint of the Family, Overladen with Household Chores and Hazardous Way/Difficult Road Going to School. Themes that emerged in the findings on their coping mechanisms were Seeking Social Support for Financial Reasons, Radical Acceptance of the situation, Optimistic Attitude Matters and School as Haven from Stress. The opportunities derived from the hunchbacks encountered by the farm working pupils were Of Becoming Self-Reliant, Responsible and Prioritizing Family. Findings of this study will be valuable among parents for them to be fair in giving household task and to be aware of the burden they place on the shoulder of their children. The school and the local government should also plan out on what and how these children can be helped.

KEYWORDS: hunchbacks, coping mechanisms, farm working pupils

INTRODUCTION

Education is a fundamental human right, and cognizance of this fact saw the initiation of Education for All (EFA) global movement. Though one of the EFA goals is the provision of free and compulsory primary education for all, many countries are yet to achieve this. For instance, the United Nations Educational, Scientific, and Cultural Organization Institute for Statistics (2012) found that almost 61 million children of primary school age globally between the years 2008 and 2010 were out of school.

According to the UNICEF 127.3 million child workers between 5 to 14 age group in Asia and Pacific region harbors the largest number (19 percent of children are working in the region) and an estimated 48 million child workers in sub-Saharan Africa. Almost 29% of children (one child in three) below the age of 15 is economically active; around 17.4 million child workers in Latin America and the Caribbean (16% of children in the region are working); in Middle East and North Africa 15 percent of children are working; in developed and transition economies approximately 2.5 million and 2.4 million children are working respectively.

The study of Rosario del Rosario and Melinda Bonga on Child Labor found out that almost 246 million children are engaged in child labor. Nearly 70 percent (171 million) of these children are working in hazardous conditions – working with pesticides and chemicals in agriculture including, working in mines or with dangerous machinery. They are in all places, but unseen, working as domestic servants in homes, striving behind the walls of workshops, concealed from view in plantations. The huge number of working children – about 70 percent – works in the agriculture region. Many of girls work as domestic servants and voluntary household help and are especially susceptible to exploitation and abuse.

As stated in the Article 32(1) of the Convention on the Rights of the Child “States Parties recognize that children have the right to be protected from economic exploitation and from doing any work that is possibly to be dangerous or to affect with the child’s education, or to be dangerous to the child’s health or physical, spiritual, mental, social, and moral development.”

Primary education is also the doorway to all higher levels of education that train the various professionals needed by a country. The government makes public education free to ensure that all children can access to it and parents have no reason not to send their children in school. However, due to financial instability school children, especially those in grades four to six engage in farm works to help their parents earn money to sustain their daily needs. This situation was prevalence in the municipality of Calatrava.

The municipality of Calatrava is composed of 40 barangays, 14 of which are coastal barangays and 26 are mountain barangays. The economy of the town of Calatrava was mostly dependent on agriculture industry since it was generally an agricultural municipality and farming was one of the main sources of living of the residents in this town. Cambayobo Elementary School is located in Barangay Cambayobo, one of the Barangays of Calatrava. Majority of the families living in this community were engaged

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in the production of crops like sugarcane, rice, corn, and other high valued crops. Many of the families were living below the poverty line. For this reason, some school children need to work on the farm during school days to help their parents earn a living. At their young age, they were forced to play the role of adults in their home. These adult responsibilities performed by the children at home while they were studying were associated with physical and psychological stress. Thus, it was necessary for them to have an outlet of everything they have been through in life.

Based on the stated problems, this study was conducted by the researcher to know the hunchbacks of the farm working pupils and how they coped with the difficulties encountered. The result of this study may serve as a basis for designing an appropriate intervention program to help the pupils.

OBJECTIVE OF THE STUDY

This study sought to determine the hunchbacks and coping mechanisms of the farm working pupils in Cambayobo Elementary School Academic Year 2018-2019.

Specifically, this study sought to answer the following questions:

1. What are the hunchbacks of the pupils?
2. What are the coping mechanisms of the pupils?
3. What are the opportunities derived from the hunchbacks encountered?
4. Based on the findings of the study, what intervention program may be proposed?

RESEARCH DESIGN

This study was conducted using narrative inquiry design. Narrative inquiry reveals about the person and their world. Clandinin,(2013) said that this research design invite individuals to tell their stories and presents them, using a basis of temporality, sociality, and spatiality, to allow an in-depth understanding of their experience. Narrative inquiry provides dominant data to answer important research questions meaningfully (Berry, 2016). The presentation of findings by plotting the participant's stories constructs a narrative that is easy to comprehend for the reader of the research. The discussion includes the researcher as a visible participant. A narrative inquiry as a qualitative type of research is all about gathering and telling a story or stories (in detail). The researchers write and describe stories about experiences of individuals and discuss the meaning of their practices.

Usually, in a narrative research design is concentrated on studying an individual person. Individual's stories are interpreted by the researcher. (Denzin & Lincoln, 2012) assumes that some essential features of human social experiences are missed when data are reduce to numbers and therefore yields findings that are not attained at by means of statistical procedures. This type of research was appropriate to use in this study because farm working pupil's experiences with studying and working were best described by using the narrative inquiry method.

PARTICIPANTS OF THE STUDY

Qualitative researchers often choose those participants who possess specific qualities they want to investigate (Patton, 2002). They tend to employ qualitative strategy instead of estimating the population parameters. Purposive sampling is used to select the subjects who are "information rich" for the study (Reed, 2007; Denzin & Lincoln, 2003).

The participants of this study were the grade six farm working pupils of Cambayobo Elementary School. The researcher selected the top three achievers and bottom three to elicit their point of view on the topics.

DETAILED PROCEDURE

This study used an interview schedule in gathering the data. The interview questionnaire contained questions and topics about lived experiences of the participants, techniques for coping with the hunchbacks they encountered, and opportunities derived from the difficulties they experience. The researcher gathered the participants of the study. Orientation on the nature of the study was conducted. After the orientation, the participants were given a parent's consent to be signed as proof of giving their children the permission to participate in the study. Upon receiving the signed parent's consent, the researcher give the questionnaire to the participants to answer. Ample time was given to the participants for them to internalize the questions being asked. Questionnaires were collected upon completion. Follow-up one-on-one interview was conducted to verify the answers of each participant. Third interview was also conducted to saturate the answers of the participants. It was needed to make sure that answers are consistent, no additional information revealed, and no additional theme described. Participant's answers were in their mother tongue so the researcher looked for a translator in English. It was done by a professor at Philippine Normal University and the back translation was done by a native of Calatrava, Negros Occidental who was now working in UNICEF organization. After the interview, the researcher outlined and organized major themes and findings. This would be the basis for the analysis.

Data Explication

In this study, the researcher utilized the Charles and Brown (2013) guide to conducting the thematic analysis which is divided into six phases.

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- 1. Familiarization with the data.** The researcher familiarized herself with the data by repeated reading with the transcribed data in an active way, searching for meanings, patterns, and negative and positive extremes.
- 2. Coding.** At this phase, the researcher analyzed the data and coded every idea she gets and later on came up with an initial list of ideas about the data and what is interesting about the theme.
- 3. Searching for themes.** It is a bit like coding your codes to identify similarity in the data. This phase began after the data has been coded collated. At the end of this phase, the researcher was able to determine a good idea of the different themes, how they relate to each other, and the overall story they tell about the data.
- 4. Reviewing themes.** In this phase, the researcher devised a set of candidate themes and the process involved the refinement of these themes. At this phase, it became evident that some identified themes were not themes, while others might collapse into each other. Other themes might need to be broken down into appropriate themes. The researcher checked whether the themes tell a persuasive story about the data and began to see the relationship between each theme.
- 5. Defining and naming themes.** At this phase, the researcher defined and further refined the themes that were presented for the analysis and analyzed the data within them. By “define and refine” the researcher meant identifying the essence of what each theme was about and determining what aspect of the data each theme captures.
- 6. Write up.** This phase began after having fully work-out themes. The researcher started to weave together the different themes to give the reader an effective and compelling story about the data and contextualizing it concerning existing literature.

RESULTS AND DISCUSSION

Hunchbacks of the Farm Working Pupils

After the series of interviews conducted by the researcher, themes were discovered on hunchbacks of farm working pupils and that appeared frequently namely: financial constraint of the family; overladen with household chores, and; hazardous way/difficult road going to school.

Themes	Participant
Financial Constraint	Pupil A,B, C, D E and F
Overladen with Household Chores	Pupil A,B, C, D E and F
Hazardous/ Difficult Road going to School	Pupil A,B, C, D E and F

These were the statements of the participants on:

Financial Constraint

According to the study of (Philippine Statistics Authority, 2015) experiencing financial stress is not new among Filipino students, and government statistics submit that an important proportion of the school-age population experience financial problems. Almost 20% of Filipino children, who dropped out of school starting at the basic education level, revealed inadequate financial resources as the main reason for leaving school.

Pupil A: ...gisuportahan ko sa akong ginikanan pinaagi sa ilang pag-ubra sa asenda aron mahatag ang among kinahanglanon adlaw2x,pagsagod og mga hayop sama sa baboy, kabaw og kabayo.(my parents supported me through working in farms to provide our daily needs, they also raise livestocks like pig,carabao and horse

Pupil (B): ...gisuportahan ko sa akong ginikanan pinaagi sa ilang pagtrabaho. Si mama nagpabulan sa manila og si papa delivery. Kun wala pa sweldo si mama og papa si lolo pagbaligya sa iyang lubi og pagdaro sa mga kampo. (My parents supported me through working. My mother works as housemaid at Manila and my father is on delivery track. If my father and mother cannot send us money, my grandfather finds ways to provide our needs through selling coconut and plowing in farms

Pupil C: ...gisuporta me nila pinaagi sa pag-ubra sa asinda para may ihatag sila namo og kwarta kong kinahanglanon ang kwarta sa eskwelahan, usahay mangdaro ,mangguna og magkarga-tapas kuyog akong mga magulang na lalaki.Akong magulang gani mueskwela ra og exam na. Kung wala gid me kwarta mangutang me sa tindahan para naa me magamit sulod sa usa ka semana. Mao na usahay dili me ka eskwela kay tabang me ubra kay wala pud me bugas.(They supported me and my siblings through working in farms so that they can provide us money for the expenses in school. My father and my older brothers work together in farms such as plowing, weeding and harvesting sugarcane). My older brothers will only go to school during exams. If we really don't have money my parents will ask from stores to lend us something (our needs for the week) and pay for it when we have money. That's why sometimes we cannot go to school because we help our parents in farm because we have no to food to consume for the week.

Pupil D: ...naningkamot si mama og si papa aron maka-eskwela ming managsoon,nag-ubra sila sa hacienda sama sa pagpamakyaw og guna og tapas og tubo bisan ulan og init aron sa panginahanglanon sa among pamilya og masabado mamaligya si papa og

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manok.Naa jud usahay panahon nga dili me ka eskwela kay mu obra kay wala me bugas. (My father and mother work hard so that I and my siblings can go to school, they work in farms like harvesting sugarcane and weeding, rain or shine they work so that they can provide our daily needs and on Saturdays my father sell chicken. Sometimes I cannot go to school because I also have to work and we have no rice to eat.)

Pupil E: ...pangubra sa uma ang ginasaligan nila mama og papa aron maka-eskwela me, si papa nagkarga-tapas,nagdarog, naghagbas og nagguna og mamatdan si mama.(Working in farms are my parents way of supporting our studies. My father works different kinds of farm works like harvesting sugarcane, plowing and weeding.) (Ang akong ginikanan kay nagtrabaho sa uma para ma suportahan ang among pag-eskwela sama sa pagtapas,pangdarog og pangguna.)

Pupil F: ...gisuportahan ko sa akong ginikanan pinaagi sa pag-ubra sa asenda aron makalampuwas ko sa akong pag-iskwela.Mag karga-tapas,magdarog,mangguna ,usahay mamaligya og saging og lubi. Usahay tabang me og ubra sa asenda mao na dili ka eskwela kay wala pud me bugas.(My parents supported me through working in farms so that I can continue with my studies. They perform a lot of works in farm and sometimes they sell banana and coconut. Sometimes, I cannot go to school because I have to work in farm and we have no rice to eat.)

The study of Omokhodion and Uchendu (2010) in Nigeria revealed that the reasons given by parents for preferring their children to work were to supplement family income, to gain experience and to help in family business. The findings of this study portray household poverty as the greatest factor that compels parents in Nigeria to put their school-aged children to work at the expense of schooling.

Furthermore, the study of Jeylan T. Mortimer, Frank Lei Zhang, et.al (2014) found out that children's achievement orientations are more intensely threatened by the family's economic conditions when families are more susceptible, as a result of low parental education and unemployment experience.

When the participants are asked how their parents provide their needs and support their studies, common answers are through working in farms and raising livestock. There are no easy ways of making money to supply the needs of the family. Thus, the participants are forced to do things which would help the financial problems they experienced.

Overladen with Household Chores

The Convention of the United Nations on the Rights of the Child enforced that children got the right to leisure and play, rest, education among others. However, children's heavy involvement in household works prevents them from enjoying these rights.

Pupil (A): ...akong buluhaton kada adlaw, manghimos sa banig pagmata,manilhig, maglung-ag og manghugas. Pag-uli gikan sa eskwelahan, maglung-ag, manghugas sa pinggan, mamiod sa nilabhan og panglimpyo sa balay. Sa Adlaw sa sabado ako ay manglaba og manglimpyo sa balay.Kung dominggo kami ay manimba usahay molaag(When I wake up, I fix the bed then sweep the yard, cook food and wash the dishes. When I got home from school, I cook food for dinner, wash the dishes, arrange the clothes and do minor cleaning. On Saturdays, I wash our clothes and clean our house. On Sundays, sometimes we go to church and have some relaxation after.

Pupil (B): ...gikan pagmata maglung-ag, mokaon, manghugas og mobaklay padulong sa eskwelahan. Pag-abot nako gikan sa eskwelahan mangabo, maglung-ag, manilhig og manghugas.Kung sabado kay manglimpyo sa balay ug manglaba kung dominggo kay manimba kung walay ubra.(when I wake up, I am the one who cook food, eat, wash the dishes and walk to school. When I came home, I cook food for dinner, sweep the yard and wash the dishes.on Saturdays and Sundays, I clean the house and wash the clothes. Sometimes, I attend mass on free Sundays.)

Pupil (C): ...manglimpyo, magputos og balon og pagpauli gikan sa eskwelahan magdigamo og manglaba, manglimpyo or tanan nga buluhaton sa balay. Usahay dili ka eskwela kay patabangon me ug ubra usahay mgbantay sa bata. Kung sabado mangahoy me og dili gani mukoyog sa akong mama og papa mangubra sa asinda.Sa Dominggo usahay manimba. (I clean the house, pack our lunch for school and when I got home I cook food and wash the clothes or do all the household chores. There are times that I have to absent from class because I have to work in farm or sometimes I take care of my sister's little child. On Saturdays, I and my siblings will gather firewood or often we go with our parents to work in farms. On Sundays, sometimes we go to church

Pupil (D): ...manogway sa kanding og mamalhin sa kabaw og mangumpay kun maligo ko magdala ko ug contener sa pagkabuntag. Pag-uli sa balay gikan sa eskwelahan,manogway sa kabaw og mangumpay sa kanding.Usahay dili gid ka eskwela kay mangubra sa asenda,mangguna og maghagbas sa uma. Kung sabado og dominggo mamakero sa kabaw, manggona sa palibot, maghagbas sa kilid sa uma. Usahay manimba kun dominggo. (In the morning I herd our goat and carabao and gather hays, when I take a bath I bring water container in the morning. When I got home from school, I herd again the goat and carabao and gather hays. Sometimes I have to absent from regular class because I work in the farm. During Saturdays and Sundays, I did the same tasks

Pupil (E): Mamasaw sa baboy og mangabo,usahay mangubra sa asenda. Kung sabado mangahoy,mangabo,mamasaw sa baboy og usahay tabang ug ubra sa asenda. (I feed the pig and fetch water, I also work in farm to help my parents.)

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Pupil (F): ...akong mga ubra kada adlaw kay paghugas sa pinggan sa among sulod balay at mangabo at mangobra sa uma, tabangan nako si papa og si mama. Kung sabado og dominggo, mangubra me sa uma. Kon dominggo manimba kami sa akong pamilya. (My task everyday is to wash the dishes, fetch water and work in the farm. I help my father and my mother. During Saturdays and Sundays, I wash the clothes and gather firewood. Sometimes I attend mass.)

Studies and experiences have shown that children in rural areas are the most victims of a child abused. Many children in rural areas in most cases are denied education, abused, exploited, suffer from hunger and are burdened with many work activities (Charles Brobbery, 2011). Further, perceiving the division of household labor as unfair may have implications for mental and physical health (Tao et al., 2010).

It is essential for the children to perform household chores as training for them to be responsible and preparation as they grow older but too many tasks to perform caused stress and obstruct their time to study.

Difficult Road Going to School

Children's safety is always the priority of the family, the school and the government. Thus, a lot of Dep. Ed Orders/Memoranda are being issued to ensure the safety of the school children especially when there are calamities, but still, there are circumstances that are beyond the control of the school. The experiences of the participants are proofs that the school needs to coordinate with the local government unit to address the problem encountered by the school children.

Pupil (A): ...ang pinakabudlay nga lugar nga akong maagi-an padulong sa eskwelahan ay ang sapa, kung may ulan mo baha og kusog, taklaron nga buntod. (the most difficult place on our way to school is to cross a river wherein floods overflow when heavy rain fell. I also have to endure the hill)

Pupil (B): ...ang pinakabudlay nga among maagi-an mao ang tulo ka sapa og buntod. Lapok ug danlog ang dalan kon ting-ulan (the hardest part on our way to school was to cross the three (3) rivers which overflow during rainy days. We also have to climb a hill. The road was so muddy and slippery during rainy seasons.)

Pupil (C): ...kanang lapokon among maagian labi na kon may muagi nga trak og kanang tingulan. Kapoy pud taklad sa buntod, pahuway ra me maabot sa patag mao na usahay maudtuhan. (the way is so muddy especially when there are trucks that pass through the road and during rainy seasons. We also have to climb hills and take rest when we reach at the plain portion that's why sometimes we are late in school)

Pupil (D): ...mingaw nga dapit, alabtanang og tangason og dira sa karsada og teng-ulan lapok kayo og daghang bato (it's a very quiet place, hilly and the road is muddy especially during rainy days and it's a bumpy road)

Pupil (E): ...magoba nga dalan lapok og danlog gaulan (a bumpy road, muddy and slippery during rainy days)

Pupil (F): ...moagi me sa lugot og sapa ang among agian og lapok ang among agian. (we have to cross a river and the road is very muddy.)

The Child-Friendly School Manual identified that the journey to and from school is another potential source of danger. Child-friendly schools typically identify safe ways for children to travel to a school and back, such as secure walking paths in remote rural areas or protected streets in urban centres when walking to school is feasible. Parents may volunteer to help children cross busy streets in the vicinity of urban schools. Where distance is a problem, children should be provided with safe transportation, such as an organized school bus service or fare-exempt travel on public buses that go past the school. In remote locations where children live long distances from school or face risks in their school journey, such as crossing streams or rivers or risking physical attacks (particularly against girls), child-friendly schools can work with the community to arrange for students to travel together (safety in numbers) or be accompanied by responsible adults (escort pooling).

For child-friendly schools to be safe, protective learning environments, they need to deal with more than the obvious issues of physical danger and health risks.

Eidetic Insights

The hunchbacks experienced by the farm working pupils have a great impact on their personal life. On the thematic insights of the participants, the eidetic insight was culled out. Financial instability of the family really affects the children in a way that their needs have not been provided sufficiently by their parents. Their schooling was also affected because they have to help their parents or they have a lot of household task and other related works to perform which were not supposed to be their obligation. Another factor that caused them stress was the distance of their home to school wherein they have to walk kilometers away along a muddy, bumpy and slippery road especially during rainy seasons. They also have to give much of their energy in climbing hills and cross rivers just to reach school. Their homes are not accessible by any means of transportation unless the road was constructed. These factors really affect their physical, emotional, and mental well being.

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Reflective Insights

Majority of the families living in rural areas, especially in fur flang barangays where better opportunities were so hard for them to access, have suffered from poverty. The school children were the most affected because their basic needs have not provided by their parents sufficiently.

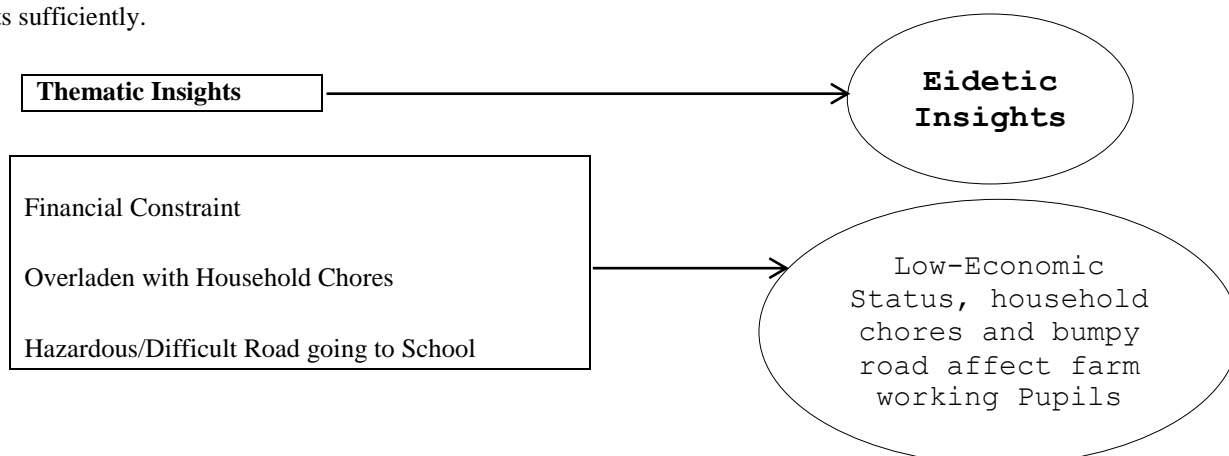


Figure 1. An illustration on the thematic and eidetic insights on hunchbacks of farm working pupils.

Coping Mechanisms Employed by the Farm Working Pupils

Coping mechanisms employed by the participants are the following: seeking social support for financial reasons; radical acceptance of the situation; optimistic attitude matters; and school as haven from stress.

Themes	Participant
Seeking Social Support for Financial Reason	Pupil A,B, D and E
Optimistic Attitude Matters	Pupil A,B, C, D E and F
Radical Acceptance of the Situation	Pupil A,B, C, D E and F
School as Haven from Stress	Pupil A,B, C, D E and F

These were the statements of the participants:

Seeking Social Support for Financial Reasons

In times of nothingness, seeking support is one of the means to alleviate the impact of financial problems. This is really what the participants do.

Pupil (A): Pag-ubra sa asenda para lang may gastuhonsa eskwelahan. Usahay manghulam me og kwarta sa igsoon ni papang.(if my parent's income for the week will suffice for the expenses for our basic needs we will borrow money from my father's brothers. We will just pay it when we will have money.)

Pupil (B): ... mangayo og tabang sa tita ug akong ilisan kung naa me kwarta (I will ask help from my auntie and I will just pay it when we have money already

Pupil (D): ...magbaligya ko sa akong manok aron lang gyod makabayad sa galastuhan sa eskwelahan(I sell my chicken so that I can pay for the expenses in school)

...Usahay manawag sa ate nga nag-ubra sa Cebu(Sometimes we will call my older sister who is working in Cebu to ask for help

Pupil (F): ...kung nay kwarta si tiyo Hernannie manghulam ra pud me og kwarta kun dili kaigo ang kita nila mama og papa) if my parents don't have income for the week or the income is insufficient to buy for our needs, we will borrow money from uncle Hernanie (her father's brother).

The study of Fatih Ozbay, MD; Douglas c. Johnson PHD, et.al (2007) found out social support is essential for maintaining physical and psychological health. The harmful consequences of poor social support and the protective effects of good social support in mental illness have been well documented. Social support may moderate genetic and environmental vulnerabilities and confer resilience to stress, possibly via its effects on the hypothalamicpituitary- adrenocortical (HPA) system, the noradrenergic system, and central oxytocin pathways.

The study of Asif Afridi (2011) on Social networks: their role in addressing poverty found out social networks has undeniable importance to personal and collective well-being. It is now widely recognized, for instance, that loneliness and a lack of

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social networks play an important part in determining individual outcomes, and contribute to positive mental health. Social isolation is a mounting problem, and recent research by the Cabinet Office found that around 2.9m people in Britain say that they lack someone to listen, someone to help in a crisis, someone to relax with, someone who appreciates them, or someone to count on to offer comfort (Cabinet Office, 2010).

And yet there is little consistent evidence to suggest that social networks offer a reliable means of lifting people out of poverty. It would be more accurate to summarise the situation as follows. Social networks help. There is ample evidence to indicate that the lives of some people are improved, and their financial and other hardships ameliorated, by the mutual support provided by social networks. Similarly, there is ample evidence to indicate that isolation and a lack of social networks for many represents an additional kind of impoverishment – arguably just as serious a problem as being poor in cash (Young Foundation, 2009). But there is little proof to suggest that poverty can be ‘solved’ by participation in social networks.

Optimistic Attitude Matters

Being hopeful does not mean ignoring life’s unpleasant situations; it means dealing challenging situations in a more optimistic and fruitful way. It is also an attitude of seeing the brighter side of life and expect for the best thing to happen.

Pupil A: ... gikan sa pagpangubra,maningkamot ko sa pag-eskwela aron aron makatabang ko sa galastuhan sa pamilya sa umaabot.(from my experience of working in farm, I will study hard so that I can help my family someday)

Pupil B: ... ang akong natun-an gikan sa among mga kalisod nga kaagi mao ang pagpaningkamot(my learnings from our difficult life is that I will really strive hard)

Pupil C: ... magtarong og eskwela aron sa umaabot tagaan ko ug maayong ubra puhon(I will study hard so that I can have a good work someday)

Pupil D: ... moeskwela og tadlong aron makalampuwas me sa kalisod (I will study hard so that we can have a better life someday)

Pupil E: ...salamat sa kalisod maningkamot gyod ko.(I am thankful for the difficulties I have experience , I will really work hard)(Grasya ang mga kalisud nga among nasinati sa pagka karun. Maningkamot lang gyud ko.

Pupil F: ...maningkamot ko og ubra aron makalampuwas sa pag-eskwela(I will work hard so that I can finish my studies.)

The study of Ilya Chmelev and Oleg Pavenkov (2016) suggests that there are various coping styles can be applied in difficult life situations. There is a relationship between the level of religious faith and strategies used to surpass difficult life situations as shown in the study of socio-psychological analysis. Highly religious people are characterized by active non-adaptability as shown by the presence of a positive connection between protective and capturing behaviour. Such people overcome challenging situations with vigor and activity, coupled with an expression of modesty in the face of the situation.

Radical Acceptance of the Situation

Radical acceptance is about accepting life on life’s terms and not resisting what you cannot or choose not to change. It is about saying yes to life, just as it is (Linehan,1993).People have to accept their problems and take it as a challenge.

Pupil A: ...kusang-loob nga gidawat ang tanan nga kalisod og maningkamot.(with an open heart I accept all the difficulties we have been through and strive hard)

Pupil B: ...gidawat nako pinaagi sa pag-agwanta og pagpaningkamot.(I just accept it through withstanding it and working hard)

Pupil C: ...mao gid na kahintang sa ako mama og papa og dili nako ikamahay ang among ka pobre og nagpasalamat nalang ko nga gipanganak ko nila.(This is really the situation of my mother and father and I never regretted that we are poor and I just thank my parents that I was born)

Pupil D: ...ginaagwanta ra nako og onsa ang mga kasakit nga ning dangat sa akong kinabuhi.

Pupil E: ...salamat sa tanan nga nasinati sa akong pamilya maningkamot jud ko. (I thank everything my family has experienced, I just work hard)

Pupil F: ...unsaon man gid mao man ni ang nasinati sa akong pamilya og gidawat ra pud nako.Ang buhaton nalang gid mo-iskwela og tarong aron makalampuwas.(I like it or not, I have no choice but to accept the situation of my family. All I need to do is to study hard so that I can finish my study.)

Character strengths buffer the results of stress and other negative experiences on the well-being of individuals as one of the vital principles of positive psychology (Gable & Haidt, 2005; Park & Peterson, 2009). Coping with these stressful experiences are associated with character strengths like gratitude, forgiveness, and hope as an adaptive forms (Harzer & Ruch, 2015).

Students with hope are also more involved beyond the relationship between students’ hope and well-being,as shown in research (Datu & Valdez, 2016), have more adaptive learning goal orientations (Peterson et al., 2006), establish better task

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performance (Peterson et al., 2006), and academic accomplishment (Datu & Valdez, 2016; Feldman & Kubota, 2015). Thus, with such programs, positive psychologists working in schools can support students who are experiencing financial problems uphold their well-being and obtain positive resources that would allow them to more effectively handle with their present challenges, and also enable them to achieve their aspirations related to their personal knowledge and development in schools.

School as Haven from Stress

A school is considered as the second home of the school children where they spend much of their time each year. They formed strong bonds with their teachers and classmates as they performed many school-related activities. School personnel needs to ensure that the school is attractive to children so that they will enjoy their stay.

Pupil A: ... malipayon ko dri sa eskwelahan tungod kay makatuon og maayong pamtasan, pagbasa, pagsulat ug pangpanglimpyo, pagtanom og mga kahoy sa palibot. Unya magdula pud me kuyog akong mga classmate.(I am happy in school because I learned good manners,I also learned how to read,write,clean and plant trees around. I and my classmates also play during recess and lunchtime.)

Pupil B:... malipayon ko dri sa eskwelahan kay nakabalo ko mu basa,musulat og mag-ihap. Nagpasalamat ko sa mga maestra kay kung wala sila walay me nabal-an. Magdula usab mi sa akong mga classmate og mag-istorya –istorya.(I am happy here in school because I learned to read, write and count. I am thankful with my teachers because without them I have not learned anything. I and my classmates also play and talk during vacant time.)

Pupil C: ...oo malipayon ko diri sa eskwelahan kay nakabalo ko og basa og sulat og kwenta. Magduwa pud me ma udto.(Yes I am happy here in school because I learn to read,write and count. We also play during noontime.)

Pupil D: ... oo malipayon ko sa akong pag-eskwela kay nakat-on ko sa pagpamtasan. Nakakita ug mga friends makaduwa.(I am happy with my study because I learned good values. I also find friends whom I can play with.)

Pupil E: ...oo malipayon ko kay nakabalo sa leksyon. Nagdula pud me sa akong mga amego.(Yes I am happy because I learned our lessons. I also play with my friends.)

L Chawla, K Keena Pevec E.Stanley (2014) on their study about Green Schoolyards as havens from stress and resources for resilience in childhood and adolescence found out that natural areas enabled students to escape from stress, focus, build competence and form supportive social groups.

The physical environment of a school or learning space, including its surrounding neighborhood, is crucial to children's safety and security. To ensure school safety, fences should be built to protect children from harmful outside influences, such as drug peddling, sexual harassment or physical violence. It is necessary to constantly observe the school and schoolyard. The school should provide emergency notification or alarm systems that can alert students and teachers to ongoing emergency. Expansive schoolyards with many huge buildings or unguarded areas may need additional staff or other security measures.

Eidetic Insights

With all the difficulties experienced by the participants, they really need to be strong enough to face the challenges and remain steadfast so they can survive. Their positive ways of dealing all the hard times in life were really admirable. It was found out that they remained optimistic and positive despite all the sufferings, problems and challenges. They never have regrets of having such kind of life thus it made them conqueror of everything. They have experienced the sad realities of life at their very young age which made them responsible ones. The participants also got social support which came from their close families and relatives in times of great need. The financial support they've got was a great helped to their families to survive each day. The school was also regarded by the participants as a better place to release the problems at home. In school they have time to play rest and talk with their classmates and friends

Reflective Insights

Strong social support coming from families, relatives, friends and classmates was a great help to the farm working pupils. Their positivity and openness to embrace the kind of life they were living had made things easy for them.

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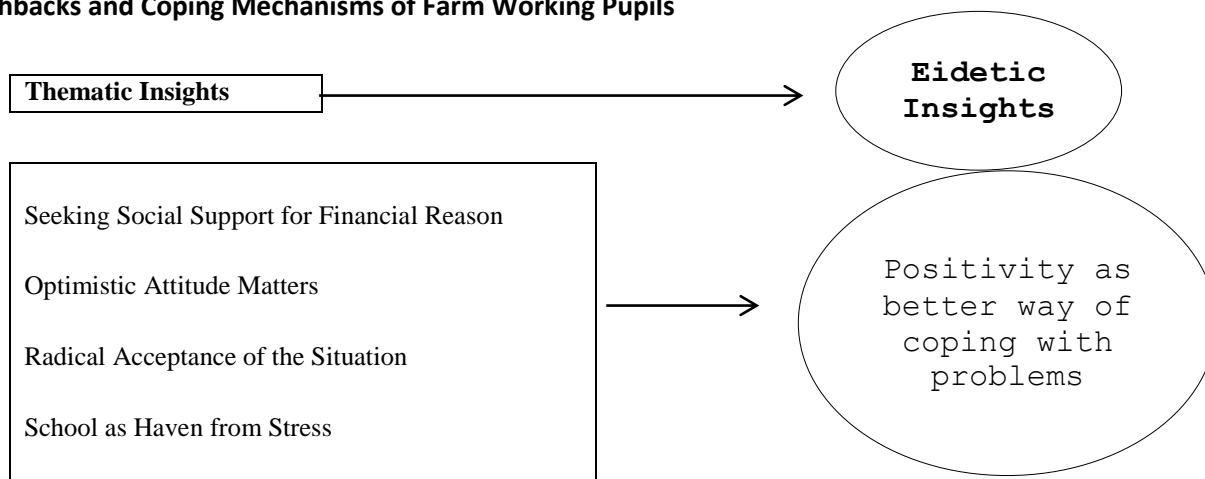


Figure 2. An illustration on the thematic and eidetic insights on coping mechanisms employed by farm working pupils

3. Opportunities Derived from Hunchbacks Encountered

Themes	Participant
Sense of Responsibility	Pupil A,B, C, and F
Of Becoming Self-Reliant	Pupil A,B,C,D, E and F
Prioritizing Family	Pupil C, D and F

Of Becoming Self-Reliant

For the Strength of the Youth says, "Self-reliance does not mean that you must be able to do all things on your own. To be truly self-reliant, you must learn how to work with others and turn to the Lord for His help and strength." It doesn't mean not asking for help, it means doing everything you can and then getting the assistance you need.

Pupil A: ...gatabang ko ug ubra sa kampo mam para makakwarta ko unya makabayad sa mga balayran.(I work in farm to earn money so that I can pay the school contribution)Gaubra ko sa uma para maka-kwarta para makabayad sa eskwelahan)

Pupil B: ...kalibod ko ug banana cue aron makakwarta unya para naa koy inugbayad sa mga balayran (I sell banana cue so that I can earn money for the my expenses)

Pupil C: Moubra ko sa asenda aron makabayad sa mga balayran.(I work in farm so that I can pay for the expenses)

Pupil D: ...magbaligya ko sa akong manok para lang makabayad sa mga balayran sa eskwelahan (I sell my chicken so that I can pay for the school expenses)

Pupil E:... muobra sa asenda para makatabang sa ginikanan (I work in the farm so that I can help my parents)

Pupil F:... mutabang ko ug ubra sa asenda aron makakwarta me ipalit ug bugas.) (I help my parents in working at farm so that we can have money to buy for our food.)

The study of Sarah M. Kendig, Marybeth J. Mattingly, et.al (2014) using the Panel Study of Income Dynamics 2007 Transition to Adulthood, examines social class bifurcation in young adulthood, and it was found out that poor youth probably take on adult roles "too early" at the same time that high-income youth may be supported for a long period past their 18th birthday. Although there is inconsistency with this bifurcated story, childhood poverty does play a key role. The young adults from poor families establish financial independence early (e.g., paying to family bills during adolescence, seeing themselves fully responsible for their finances as young adults), whereas young adults from more well off homes are more likely to accept financial transfers from their parents (who often help them pay for college and other expenses). These findings highlight the means in which socioeconomic inequality in childhood can distinguish youth's experiences of adolescence and young adulthood.

Sense of Responsibility

Difficulties in life taught a lot of lessons to the participants. At their young age they learned how to earn money so they can contribute to the family.

Pupil A: Akong ubra adlaw-adlaw manghimos sa banig, manilhig, maglung-ag, manghugas sa pinggan, mamiod sa nilabhan og panglimpyo sa balay (Everyday these are my task, I fix the bed then sweep the yard, cook food and wash the dishes, arrange our clothes and clean the house.)

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Pupil B: Kada adlaw gikan pagmata maglung-ag, mokaon, manghugas og mo eskwela. Pag-abot nako gikan sa eskwelahan mangabo, maglung-ag, manilhig og manghugas. Kung sabado kay manglimpyo sa balay ug manglaba (Everyday upon waking up, I who cook food, eat, wash the dishes and go to school. When I came home, I cook food for dinner, sweep the yard and wash the dishes. On Saturdays, I clean the house and wash the clothes.)

Pupil (C): Kada adlaw akong trabaho magdigamo, magputos og balon og pagpauli gikan sa eskwelahan magdigamo og manglaba, manglimpyo or tanan nga buluhaton sa balay. Kung sabado mangahoy me og dili gani mukoyog sa akong mama og papa mangubra sa asinda. (I clean the house, pack our lunch for school and when I got home I cook food and wash the clothes or do all the household chores. On Saturdays, I and my siblings will fetch firewood or often we go with our parents to work in farms.)

Pupil (F):...akong mga ubra kada adlaw kay maglung-ag, paghugas sa pinggan sa among sulod balay at mangabo, manilhig, tabangan nako si papa og si mama. Kung sabado og domingo, manglaba og mangahoy. (My task everyday is to cook food, wash the dishes, fetch water, sweep the yard work in the farm. I help my father and my mother. During Saturdays and, I wash the clothes and gather firewood.)

Some children may be forced into adult roles too early as a description of adolescence and young adulthood found in some qualitative research and in the welfare reform experimental literature (Burton, 2007; Gennetian et al., 2004). Furthermore, Burton (2007) claimed that in poor families children are strongly aware of parents' financial difficulties and take on some of the responsibility for dealing these problems (e.g., helping parents escape debt collectors, contributing to household revenue).

Also, the study of Sarah M. Kendig, Marybeth J. Mattingly, et.al (2014) revealed that during young adulthood, those who were poor in childhood were more likely to become a young parent than those who were never poor or low income. Youth who grew up in poverty were much less likely to have finished high school and more likely to be completely financially responsible for themselves than those who were never poor or low income. Those who were poor one half or more of their childhood were almost twice as likely to worry often about the future and money as were those who were never poor or low income. Respondents who experienced poverty or spent time in a low-income household were much less likely to be ever or currently enrolled in college or to receive at least two financial transfers from their parents or relatives in young adulthood than those who were never poor or low income.

From the difficulties they experienced they became responsible and resourceful children. They did not wait for their parents to provide them all their needs instead they did their tasks in their home in behalf of their parents. They learned to find ways to help their families at the expense of their schooling.

Prioritizing Family

A family was everyone's life, inspirations, and source of strength. The very reason of the participants for striving hard was to have a better future for their selves and their families in the years to come. That's why they spent their time on working at farms even during school days to augment the expenses of the family.

Pupil C:... Kung wala gid me kwarta mangutang me sa tindahan para naa me magamit sulod sa usa ka semana. Mao na usahay dili me ka eskwela kay tabang me ubra kay wala pud me bugas. (If we really don't have money my parents will ask from stores to lend us something (our needs for the week) and pay for it when we have money. That's why sometimes we cannot go to school because we help our parents in farm because we have to food to consume for the week.) **Pupil D:**... Naa jud usahay panahon nga dili me ka eskwela kay mu obra kay wala me bugas. (Sometimes I cannot go to school because I also have to work and we have no rice to eat.) (Usahay dili ko makatungha kay kinahanglan nakong mutabang sa uma.)

Pupil F:... Usahay tabang me og ubra sa asenda mao na dili ka eskwela kay wala pud me bugas. (Sometimes, I cannot go to school because I have to work in farm and we have no rice to eat.)

The study of Goretti Horgan (2007) on the impact of poverty on young children's experience of school found out that children's experience of primary schooling is considerably affected by poverty. There is also a need to revisit the income adequacy of the families of the children while taking initiatives that may help to counter the worst impact of poverty. Education is speculatively free. But, as understood by older children in this study, the more money a family has, they spend relatively less on education and the more their children can relax and enjoy it. Children's understanding of school and the education system from poorer families remain narrower and less rich as long as their families remain in poverty. It is clear that the opportunity of a child experiencing an education that is likely to produce a well-rounded individual, developed to his/her full potential, is still reliant on parental income.

Furthermore, the study of Sarah M. Kendig, et.al (2014) revealed that youth who were poor either less than one half or one half or more of their childhood years were more likely to help and support their parents nearly every day in adolescence than those who were never unfortunate or low income. Among those residing with siblings, those who were poor less than one half of their childhood were more than twice as likely to help and support their siblings nearly every day as those who were never deprived or low income. Respondents who were poor in childhood were more than twice as likely to worry about money or the future and almost three times more likely to have helped pay family bills during their adolescence than respondents who were never poor or low income.

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Eidetic Insights

School children in rural areas living in poverty had become responsible in a way that they did not just sit down and wait for their parents to provide their needs. They learned how to earn money to help their parents. They engaged in farm works at the expense of their schooling to contribute to their family's needs. It was evident on their responses that even though they valued their education, their daily survival was even more important than anything else.

Reflective Insights

School children living in poverty had greater aspiration for a better life. They became independent in a way that they performed the tasks which were not supposed to be their obligation just to lessen the burden of their parents. They strived hard to give a comfortable life in the years to come.

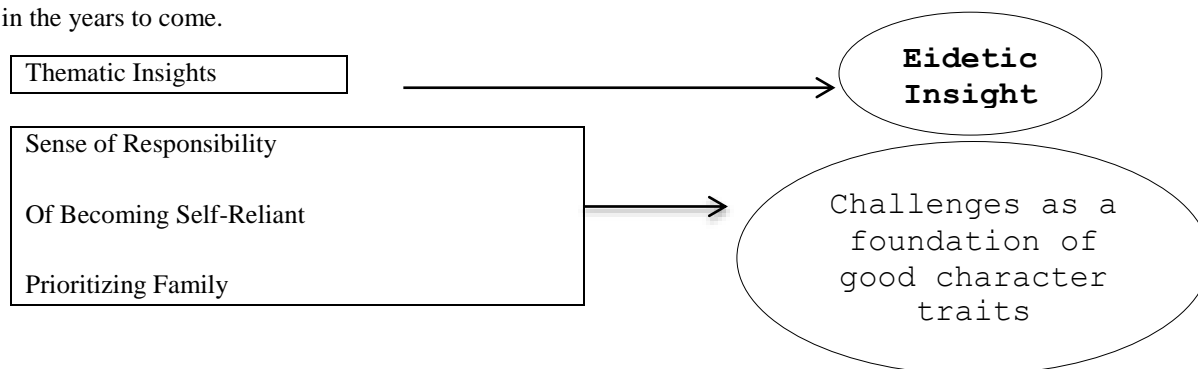


Figure 3. An illustration on the thematic and eidetic insights on the opportunities derived from the hunchbacks encountered.

CONCLUSIONS

In analyzing the findings of the study, some significant conclusions were derived:

Poverty was one of the causes why children engaged in child labor. Because of financial constraint parents were forced to let their children work in farm. Too many household tasks hinder them from enjoying some of their rights. The journey to and from school was also a potential source of danger.

Farm working pupils used different types of coping mechanisms in response to stressful events in their lives. The difficult experiences became their motivations to study and work hard. They were very eager to continue their studies despite all the hardships they had experienced. Social support coming from other members of the family and their relatives, school and government contributed a lot to lessen the burden of the family.

Farm working pupils became independent in performing household and other home-related tasks. They became responsible in a way that they did not rely everything from their parents rather they help earn a living to contribute to their families. For them, their family was as the most important thing they have more than anything in this world.

RECOMMENDATIONS

In the light of the findings and conclusion drawn from the study, the following recommendations are offered:

School Heads

School heads may tap local government unit must take necessary actions to address the problem of the school children on road hazards. School heads may collaborate with the teachers on planning necessary actions to maintain a child-friendly school and a classroom conducive for learning.

Teachers

The teachers may build relationships with their pupils so that they may see teachers as a source of help and not another source of stress. They may maintain a classroom conducive for learning and initiate programs responsive to the needs and consistent with the interests and aptitudes of the farm working pupils. They may involve those pupils who are living below poverty line in different school programs especially in feeding program even though the child does not belong to those pupils with below normal body mass index.

Parents

Parents may practice equal distribution of household chores so that children will have time to do leisure and study their lessons. They may ask assistance from the school and the local government pertaining to their present situations.

Pupils working in farm

Farm working pupils may be taught how to balance their time between their schooling and doing household task and other farm related works.

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Present Researcher

The researcher of this may design intervention program to help the farm working pupils.

Future Researchers

Future researchers may conduct in-depth study on the effect of poverty and use of coping mechanisms on the academic performance of the farm working pupils.

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