



## **THE LIVED EXPERIENCES OF SECONDARY SCHOOL STUDENTS AFFECTED BY RIDO**

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### **Abstract**

Rido, a form of clan-based conflict in the Philippines, significantly impacts the lives of secondary high school students residing in conflict-affected areas. This study aims to explore and understand the lived experiences of these students, focusing on how rido influences their daily lives, educational attainment, social interactions, and overall well-being.

Previous research has highlighted the detrimental effects of armed conflict on education and mental health outcomes for children and adolescents. However, there is a lack of understanding regarding the specific challenges faced by secondary high school students affected by rido. This study seeks to fill this knowledge gap by examining the unique experiences of these students. A qualitative research approach is employed to gather in-depth insights into the lived experiences of secondary high school students affected by rido. Data collection methods include focus group discussions and key informant interviews with students, and teachers and document analysis of relevant educational records. The findings suggest that rido has a profound impact on the academic performance and mental health of secondary high school students affected by it. Factors such as fear for personal safety, displacement due to armed conflict, stigma associated with living in conflict zones, and limited access to quality education contribute to their overall well-being. In conclusion, this research provides valuable insights into the challenges faced by secondary high school students affected by rido in the Philippines. It underscores the urgent need for targeted interventions aimed at improving educational opportunities and mental health support services for these vulnerable populations.

*Keywords:* Lived Experiences, Secondary Students, Rido, Conflict Affected Areas, Policymakers, Education Infrastructure, Development

### **INTRODUCTION**

Rido is a term used in the Philippines to describe a cycle of retaliatory violence between families or clans. This phenomenon is particularly prevalent in certain regions of the Philippines, such as Mindanao, where longstanding feuds and conflicts between powerful families can have significant impacts on the local communities.

One group that is often affected by rido are secondary school students, whose education and overall well-being can be disrupted by the violence and instability caused by these family conflicts. Students may face challenges such

as school closures, displacement, trauma, and disruptions to their daily routine and learning.

This study aims to explore the lived experiences of secondary students who have been impacted by rido in their communities. By understanding the perspectives and challenges faced by these students, the research can provide valuable insights to help support and address the needs of young people affected by this complex social issue.

### Theoretical Framework

This study is anchored on Cognitive Theory by Jean Piaget (1896-1980) a Swiss psychologist who is considered the father of cognitive development theory. He proposed that individuals go through a series of cognitive developmental stages, from infancy to adulthood, and that these stages involve qualitative changes in how individuals think and understand the world. It emphasizes the role of mental processes, such as perception, attention, memory, reasoning, and problem-solving, in shaping human behavior and experience.

By anchoring the study in cognitive theory, the research can provide valuable insights into the cognitive processes, perceptions, and coping mechanisms of secondary school students affected by rido. This framework can guide the study's design, data collection, and analysis, ultimately contributing to a deeper understanding of the lived experiences of this population and informing interventions and support systems.

### Research Questions

The primary objective of this research is to determine the lived experiences of secondary students affected by rido.

Specifically, it sought to answer the following questions:

1. What is the demographic profile of the participants in terms of:
  - 1.1 Age
  - 1.2 Gender/Sex
  - 1.3 Occupation (mother/father)
  - 1.4 Mode of living/lifestyle
  - 1.5 Type of house
2. What is/are the cause/s of rido as experienced by the participants?
2. What are the effects of rido as experienced by the participants in terms of the following aspects:
  - 2.1 Behavior
  - 2.2 Academic performance
3. What are the challenges encountered of students in their academic performance during rido?
4. What are mechanisms employed by the participants to cope with the challenges and mitigate the effects of rido?
5. What do participants suggest to minimize the effects of rido to the students?

## METHOD

This study utilized a qualitative descriptive research design to describe the effect of rido on secondary student's behavior and academic performance. A qualitative descriptive research design is a method use to examine and understand the complexity of a phenomenon through a detailed descriptions and interpretations of qualitative data. Qualitative descriptive research design includes the following: Id-depth Exploration, Naturalistic Settling, Data Collection Methods, Inductive Analysis and Validity and trustworthiness. Further, a qualitative descriptive research design offers a valuable approach for exploring and understanding complex phenomena in dept, providing rich insights that can inform theory development, practice and policy.

The respondents of this study were the secondary school students enrolled in public school in Kadayangan, Special Geographic Area, BARMM for the school year 2023 to 2024. This research undergone through a Focus Group Discussion (FGD) and a Key Informant Interview (KII). Focus Group Discussion was divided into two: FGD for the students and FGD for the Faculty. For the FGD's students were composed of fifteen (17) secondary students, while FGD's faculty were composed of five (5), total of twenty one (21) participants. In the Key Informant Interview identified ten (10) participants from the participants of Focus Group Discussion such as seven (7) KII's students and three (3) KII's faculty. The selected participants had lived experiences during rido. The session made through the use of Guide Questions relevant to the lived experiences of secondary students affected by rido. Also, this study research gathered relevant information through a news reports, publication and journal.

The study was conducted during school year 2023-2024 at the secondary students of Kapinpilan High School at Kadayangan, SGA, BARMM. This research study used a guide questionnaire, an instrument consist of questions to gather data that examine the lived experienced of secondary school students affected by rido. The instrument is composed of five questions. First is the demographic profile of the participants affected by rido in Midasayap 1, Special Geographic Area. Second is the effect of rido as experienced by the secondary students in terms of behavior and academic performance. Third is the challenges encountered of students in their academic performance during rido. Fourth is the mechanisms employed by the participants to cope with the challenges and mitigate the effects of rido. Fifth is the participant's suggestion to minimize the effect of rido.

## RESULTS AND DISCUSSIONS

### I. DEMOGRAPHIC PROFILE OF THE PARTICIPANTS

Theme – Demographic Profile of the Students

1. Age range of the secondary students is 12-16 years old.
2. Gender/sex distribution is (7) male and (10) female
3. Occupations of the parent's participants:

Participant 1-13, 15-16 is father (farmer) and mother (housewife)

Participant 14 is father (fish vendor) and mother (Housewife)

4. Mode of living or lifestyle:

Participant 1-8, 15-16 is relaxed

Participant 10, 12-13 is pressured/self-improvement

Participant 11,14 is self-improvement

5. Housing type

Participant 1-17, the housing type is bahay kubo

### Demographic Profile of the Participants

Based on the responses of the respondents on the demographic profile of the participants, it was observed that the age range of the secondary high school students is between 12 to 16 years old, the gender distribution is (7) male secondary students and (10) female secondary students, majority of the occupations of their parents are farmer and housewife, mode of living of the respondents' majority is relaxed and pressured/self-improvement while self-improvement for some., and the housing type is bahay kubo. This signifies that majority of the people affected by rido are in the lower class of our society. Some of the respondents is relaxed because it may be the effect of rido to them is not too much while for pressured/self-improvement it may be affected by rido or their family is involved in the rido.

## II. EFFECTS OF RIDO AS EXPERIENCED BY THE SECONDARY STUDENTS

Theme – Behavior

Participant 1 - Kagilekan sabap sa rido, kulang e kapangagi.  
*"Afraid of rido, always absent."*

Participant 10 - Destruction, maanga so kapangagi, magagalitin sabap sa trauma, maka pressure endo maka shock kano estudyante  
*"Destruction, disturbance of classes, bad temper because of trauma, make pressure and shock to the students."*

Participant 2 - Muli sa walay, pakapagena sabap sa gilek sa kano kaptimbaka na masugat ta.  
*"Go home, hide due to fear of shooting of astry bullets."*

Participant 11 - Matiped so kapangagi sabap sa di makaludeb sa eskuwela, makabemban sa kapangagi  
*"Stop studying because I cannot go to school, it can disturb studies."*

Participant 3 - Dika kataw sabap sa dala ged klase.  
*"You cannot learn because of on and off class."*

Participant 4 - Mabulabog e mga estudyante sabap sa kagilekan.  
*"Students will be shocked because of fear."*

Participant 6 - Kapasangan sa di makapasad so kapangagi.  
*"It will be difficult to finish studies."*

Participant 15 - Suspended so klase

*"The class is suspended."*

Participant 13 - Maka destruct kano mga estudyante sabap sa kagilekan ka sa masugat na asad.

*"It destructs the students because of fear of astry bullet."*

Participant 12 - Kulang sa kasabot, ma destruct so kapangagi.

*"Lack of educational studies, it can destruct studies."*

Theme: Academic Performance

Participant 10 - Mapag-iwanan kami ng aming lesson dahil sa halos walang pasok sa eskwelahan. Dahil dito ay hindi matututo kaming mga estudyante.

*"We will miss our lesson because there is almost no school. Because of this we students cannot learn."*

Participant 11 - Magiging mababa ang grades at wala pa matutunan. Mateped teped e kapangagi kulang so kasabot, pressure and destruction.

*"Grades will be low and nothing has been learned. Class is not continuous, lack of learning, pressure and destruction."*

Participant 14 - Dahil sa halos araw-araw ay walang klase ay wala rin naituturo ang mga guro kaya hindi rin kami nakakapasok ng kalse. Dahil dito ay naapektuhan ang aming pag-aaral bilang estudyante. Talagang apektado kaming mga estudyante dahil sa walang pasok talaga dahil sa gulo na nangyayari.

*"Since there was no class almost every day, the teachers didn't teach anything, so we couldn't even enter the class. Because of this, our study as a student was affected. We students are really affected because there is no school because of the rido that is happening"*

Participant 12 - Napansin ko na kapag mayroon rido ay absent din ang aming mga kaklase na lalaki. Parang kulang sa energy at dumarami ang absent sa klase.

*"I noticed that when there is rido, our male classmates are also absent. There seems to be a lack of energy and the number of absenteeism in class is increasing."*

Participant 4 - Maraming mga estudyante ang hindi nakakapag-aral dahil sa rido.

*"Many student cannot go to school because of rido."*

Theme: Behavioral Patterns

Participant 11 - Mayroong oras na nakikita kong ang isa sa mga kaklase ko ay aligaga at kunti-kunti na lang ay nagagalit at sobrang matapang.

*"There was a time I noticed to one of my classmates seemed not comfortable and irritated and very brave."*

Participant 10 - Dahil sa ang nasaisip namin ay baka nandiyan na ang nagbabarilan at baka ma crossfire kami ay nawawalan ang estudyante ng konsestrasyon para maintidihan ang lesson ni titser.

*"Because of we think that may be the shooters were there and crossfire so we have no concentration to undertand the lesson of the teacher."*

Participant 7 - Kalimitan ay nakikita ko na isa sa kakalse namin na kasama sa rido ay nagiging biolente, nagkakaroon ng hatred sa kapwa niya estudyante.

*"I often see that one of our classmates who was in the rido becomes violent, developing hatred towards his fellow students."*

Participant 12 - Ang napapansin ko noon ay parang sobrang mayabang ang isa kong kaklase at tila nanghahamon at naghahanap pa ng away.

*"What I noticed then was that one of my classmates was very arrogant and seemed to be challenging and even looking for a fight."*

Theme: Observable Shifts

Participant 11 - Tungkol sa attitude at pakikipagkapwa ay napansin ko noon na kunti na lang ay nakikipag-away ang aking kaklase marahil naudyukan ng rido. Tungkol naman sa kanyang pag-aaral ay halos hindi pumapasok sa klase.

*"Regarding the attitude and socializing, I noticed that my classmate was fighting a little bit, maybe motivated by the rido. As for his studies, he hardly attends class."*

Participant 14 - Napansin ko na nagkakaroon ng gap sa amin na magkakamag-aral. Marahil ito ay dahil sa rido na baka isao dalawa sa amin ay kasama sa rido.

*"I noticed that there is a gap between us as classmates. Maybe it's because of the rido that maybe one or two of us are included in the rido."*

Participant 6 - Ang napapansin ko ay nagkakailangan at bawat isa at nag-aalanganin na magbukas ng topic sa kaklase niya. Siguro natatakot na baka ma involve sa rido. Dahil dito ay bumaba ang pagkakaibigan.

*"What I notice is that everyone is hesitant and hesitates to open a topic with his classmate. Maybe afraid of being involved in the rido. Because of this the friendship went down. "*

Theme: Effect of Rido on Academic Performance

Participant 11 - Mateped teped e kapangagi kulang so kasabot, pressure and destruction.

*"Class is not continuous, lack of learning, pressure and destruction."*

Participant 12 - Napansin ko na kapag mayroon rido ay absent din ang aming mga kaklase na lalaki. Parang kulang sa energy at dumarami ang absent sa klase.

*"I noticed that when there is rido, our male classmates are also absent. There seems to be a lack of energy and the number of absenteeism in class is increasing."*

Participant 14 - Talagang apektado kaming mga estudyante dahil sa walang pasok talaga dahil sa gulo na nangyayari.

*"We students are really affected because there is no school because of the rido that is happening."*

Participant 4 - Maraming mga estudyante ang hindi nakakapag-aral dahil sa rido.

*"Many student cannot go to school because of rido."*

### Effects of Rido as Experienced by the Students

Based on the responses and narratives of the respondents on the effects of rido as experienced by the secondary students, it was observed that for all respondents, the most common effects of rido as experienced by the students were behavior, academic performance, behavioral patterns and observable shifts. As for the effects of rido on the behavior of the students, it was observed that the respondents were always absent in the class because of fear, the students were irritable or bad temper because of the traumatic effect of rido, the class is on and off which can destruct the classes. As for the effects of rido to the academic performance of the secondary students, it was observed that most of the respondents response was missed the lesson due to the irregular classes. As for the behavioral patterns and observable shifts, it was observed about the changes of the behavioral patterns of the students like feeling irritable but sometimes calm.

### III. CHALLENGES

Theme: Disruption

Participant 1 - Kagilekan ka base makaragit sa rido na di makapasok sa eskwela, matedep so klase bale kaapektuhan so attendance.

*"Afraid of being involved in rido so he cannot go to school, the class is discontinued so attendance is affected."*

Participant 11 - Nahirirapan kami maghabol ng aming lessons. Ang nagiging problema namin doon ay hindi kami matututo dahil sa rido na yan.

*"We find it difficult to catch up on our lessons. The problem we have there is that we cannot learn because of the rido."*

Participant 14 - Nakakawala ng interes sa pag-aaral dahil sa nangyayaring away na malapit lang sa school kaya kalimitan ay hindi na pumapasok sa klase. Apektado talaga ang academic performance pati attitude kaya kalimitan ay napansin kong sobrang arogante kapag involve sa rido ang isang mag-aaral.

*“Lose of interest in learning because of the fight happening near the school, so he often does not attend class anymore. Academic performance as well as attitude is really affected, so I often notice that a student is very arrogant when involved in rido.”*

Participant 10 - Baba e grades nin tapos di silan kataw, mabitay silan amayka transfer sa ped a skul sabap sa kulang e kaalaman, kagilekan sikanen, dika ged makapagitong sa mapya, kababa e grade nengka kagina dika ged pakapagitong sa mapya.

*“The grades will drop so no learning at all. They will be behind if transfer to another school because lack of knowledge, afraid, cannot think properly, the grades will drop because of you cannot think straight.”*

Participant 11 - Ano naman ang isasagot ng estudyante kung walang napag-aralan na lesson?

*“What will the student answer if there is no lesson learned?”*

Theme: Tense Environment

Participant 13 - Makansel so activities sabap sa kagilekan sa madamay sa rido.

*“Activities are cancelled because of fear on rido.”*

Participant 10 - Tuwing rido ay pressure yan at ang apektado ay talagang mga estudyante. Bukod pa dito ay nasisira ang konsentrasyon dahil sa sobrang takot na baka matamaan ng ligaw na bala.

*“Every time there is pressure, it is really students who are affected. In addition to this, concentration is broken due to the extreme fear of being hit by a stray bullet.”*

Participant 16 - Ang aming titser ay nag shift ng modular, binibigyan kami ng module ng aming titser upang sa ganun ay makahabol sa aralin.

*“Our teacher has a modular shift; our teacher gives us a module so that we can catch up with the lesson.”*

### Challenges

Based on the responses and narratives of the respondents on the challenges of rido as experienced by the secondary students, it was observed that for all respondents, the most common challenges were disruption and tense environment which students faced the consequences of dropping the grade because of no learning at all due to rido.

## IV. COPING MECHANISMS

Theme: Successful/Unsuccessful

Participant 11 - Mangaden so titser sa modular a kapangaggi para kano mga estudyante, boost e confidence nilan endo determination nilan sa panun e

kapangagi nilan apya aden rido, pursue nilan e dreams nilan through modular apya aden rido.

*"The teacher should have modular learning for the students, to boost their confidence and determination on how to continue their studies even there is rido, they will pursue their dreams through modular even there is rido."*

Participant 10 - Aden internet connection kaya mapakay a klase sa online labi-labi den so kaapektuhan no rido. Amay ka so eskuwelahan na di bon kaapektuhan a rido na mapakay sa yabo klase sa online na so kaapektuhan na rido.

*"There is internet connection so we can have online class especially those affected by rido. If the school is not affected by rido then only those affected by the rido can have classes online."*

Participant 12 - Para salaki na ya ko mekanismo sa panon e kaharap kano niya ba a problema endo di ako ged kaapektuahn no rido na ika isa lon na talon ko kani titser e menggay skanin sa modules para kapangaggian sa walay endo basi kapakayan e mag online class. Ped pan santo na total dikena ako kaped sa rido na i-relax ko e ginawa ko sa di ako kagirekan.

*"For me, my mechanism on how to deal with this problem and not to be affected by the rido is first to tell the teacher to give modules to study at home and maybe take an online class. Other than that, anyway I am not involved in the rido so I will relax myself so that I won't be afraid."*

Participant 14 - Para sa akin ang mekanismo na naging successful para hindi maapektuhan ang pag-aaral ay sa pamamagitan ng modular system at kapag mayroon internet para magkaroon ng online class. Ang hindi successful ay kapag walang internet ay wlang online class.

*"For me, the mechanism that has been successful in not affecting learning is through the modular system and when there is internet to have an online class. What is not successful is when there is no internet there is no online class."*

#### Coping Mechanisms

As for the successful and unsuccessful mechanisms, the respondents mentioned that the successful one was the modular learning because the students can easily learn and perform the tasks at home. The unsuccessful is the respondents said that when there is online class it usually affects the class flow when there is no electricity and internet connections.

### V. SUGGESTION TO MINIMIZE THE EFFECTS OF RIDO

Theme: Policies/Programs/Support Services

Participant 11 - Kinakailangan na mumbal sa peace activities so eskuwela para maging friendly so mga tao endo kakalimuya. Siguro dapat magkaroon ng poster making contest sa amin na mga estudyante upang mailabas ng bawat isa kung ano ang nasa loob niya. Sa pamamagitan ito ay mayroon mapaglabasan ng dinaramdam ang isang estudyante.

*"It is important for the school to make peace activities to make the people friendly and loving. Maybe there should be a poster making contest among us*

students so that each one can bring out what is inside him. Through this, a student can release what he feels. ”

Participant 14 - Kailangan ay magkaroon ng Islamic symposium at magkaroon ng lecture tungkol sa kahahalagahan ng buhay dito sa mundo at tungkol sa hindi magandang epekto ng rido sa komunidad o pamayanan. Kinakailangan na ang eskuwelahan ay magkaroon ng mga activities dalawang beses sa isang linggo katulad na lang ng quiz bee para sa lahat, chess tournament, at iba pa upang malibang ang mga estudyante instead na nagkakaran ng ugaling palaaway.

*“It is necessary to have an Islamic symposium and have a lecture about the importance of life in this world and about the negative effects of the rido on the community. It is necessary that the school have activities twice a week such as quiz bee for all, chess tournament, and others to divert the attention of the students instead of developing violent attitude.”*

Participant 10 - Dapat ay magkaroon ng weekly symposium tungkol sa masamang epekto ng rido sa ating buhay at tungkol sa pagpapahalaga ng buhay na hindi dapat ito kitilin dahil ito ay regalo ni Allah sa atin. Para sa akin ay dapat maisa-ilalim ang mga mag-aaral ng psycho-counseling para malaman kung gaano ang epkto ng rido. Nararapat na ang mga titser ay may magandang ugnayan sa barangay upang mapanantili ang kaayusan at kaligtasan naming bilang mag-aaral.

*“There should be a weekly symposium about the bad effects of the rido on our lives and about the value of life that should not be taken away because it is a gift from Allah to us. For me, the students should be subjected to psycho counseling to know how much the effect of rido is. The teachers should have a good relationship with the barangay to maintain the order and safety of us as students.”*

Participant 8 - Siguro dapat ay ang school ay magkaroon ng programang salu-salo katulad ng “budol fight” para sa mga parents at sa mga estudyante na rin kada linggo o buwan upang maging close sa bawat isa at maiwasan ang rido.

*“Maybe the school should have a feeding program like a "budol fight" for parents and students every week or month to be close to each other and avoid trouble.”*

Participant 9 - Para salaki na mangaden sa modular para dili den makaangay so estudyante sa eskuwela.

*“For me, let’s have modular so that students cannot go to school.”*

Participant 7 - Mangaden sa mga dalemitan mana basketball para maaden so kapapakat na di maaden so rido. Para sa tuloy-tuloy na pag-aaral ay kinakailangan magkaroon ng online class.

*“For continuous learning it is necessary to have online class. Let’s create games like basketball to maintain friendships and no rido happen.”*

Theme: Initiatives

Participant 10 - Mumbal sa initiatives or strategies a para makapamagayon e mga nasasakupan nilan kano ento ba a area.

*"They should make initiatives or strategies to have better understanding among their residents."*

Participant 11 - Siguro ay kailangan higpitan ng mga barangay tanod ang pagbabantay upang hindi na lumala ang problema at maiwasan ang patayan. Siguro kinakailangan magkaroon ng mga sundalo na nagpapatroya para siguridad ng mga residente.

*"Maybe the barangay watchmen need to tighten their vigilance so that the problem does not get worse and prevent the massacre. Maybe it is necessary to have soldiers patrolling for the security of the residents."*

Participant 14 - Lalong higpitan ang pagbabantay para hindi ma penetrate ang mga estudyante ng masamang loob katulad ng ISIS at iba pa na mag-udyok sa mga mag-aaral na mag rebelled.

*"Make the watch tighten even more so that the students will not be penetrated by bad intentions such as ISIS and others that will motivate the students to rebel."*

Theme: Collaborative Efforts

Participant 10 - Dapat so mga SSG ay secure nilan e mga estudyante, di nilan paliyon e mga estudyante, aturen no lider e katerin no rido endo pakapiyan no lider para di kaapektuhan so kapangagi.

*"It is important that SSG secures the students, they do not allow students to go outside the campus, leader should initiate and reconcile to stop rido so that it will not affect the studies."*

Participant 7 - Dapat ay mayroon magandang ugnayan ang principal, mga guro at mga residente upang sa ganun ay magkaroon ng magandang samahan.

*"The principal, teachers and residents must have a good relationship so that there is a good association."*

Participant 11 - Doon sa pagpapanatili ng peace and order ay kailangan invite ang barangay officials sa bawat programs ng school upang sa ganoon ay magkaroon ng magandang relasyon.

*"In order to maintain peace and order, it is necessary to invite barangay officials to every school program in order to have a good relationship."*

Participant 14 - Siguro nararapat na palakasin ang PTA o samahan ng mga guro at mga magulang sa eskuwelahan kasama na rin ang mga grupo na nakapalibot sa eskuwelahan.

*"Maybe it is appropriate to strengthen the PTA or Parents Teachers Association in the school including the groups surrounding the school."*

### Recommendations

Based on the responses of the respondents, it was observed that in order to mitigate the effects of rido to the students, there is a need of peace activities

to make the people friendly and loving like Islamic symposium, feeding program, gaming activities like quiz bee; collaborative efforts with the school, barangay, and the residents.

## VI. INDIVIDUAL SELECTED INTERVIEW

Theme: Effect of rido on behavior and academic performance

Participant 11 - Para sa akin naapektuhan ng rido ang ugali at pag-aaral ng isang estudyante dahil una hindi nakakapasok sa eskuwelahan ang mga estudyante kaya wala sila natutunan at kalimitan ay napapansin ko nagiging matapang ang isa kong kaklase noon na parang arogante.

*"For me, the rido affect student's behavior and learning because at first the students could not enter the school so they did not learn anything and often I noticed that one of my classmates was becoming bold and arrogant."*

Participant 14 - Naiisip ko kung hindi kami makapag-aral dahil sa patuloy na barilan malapit sa aming eskuwelahan ay papaano na kami pakapagtapos ng pag-aaral bukod sa wala din kaming natututunan.

*"I wonder if we can't go to school because of the continuous shooting near our school, how will we be able to finish our studies besides we're not learning anything."*

Participant 10 - Para sa akin ay edukasyon ang susi sa kahirapan at kung hindi ako makapag-aral dahil sa rido ay papaano na ako makapagtapos ng pag-aaral.

*"For me, education is the key to poverty and if I can't study because of the rido, how can I finish my education."*

Participant 7 - Oo, dahil minsan nakakapag bigay kami ng payo sa mga kaklase namin na involve ang pamilya niya sa rido. Papagingatin so pamilya sa dika mamong sa rido ka katalapasan.

*"Yes, because sometimes we were able to give advice to our classmates whose family is involved in rido. Just to tell the family to take care of themselves because of stray bullets"*

Theme: Causes of Rido

Participant 11 - Nang dahil sa agawan sa lupa kaya nagkakaroon ng hindi pagkakaunawaan.

*"Because of the land dispute, there was a misunderstanding."*

Participant 10 - Dahil sa hindi magkaintindihan ang dalawang panig kaya nag-aaway sila na humahantong sa patayan.

*"Because the two parties do not understand each other, they fight which results to killing each other."*

Participant 14 - Sa aking pagkakaalam ay dahil sa agawan ng lupa kaya kahit magkakamag-anak ay nagpapatayan.

*"As far as I know, it is because of the land dispute that even relatives kill each other."*

Theme: Parties involved in rido

Participant 11 - Sa pagkakaalam ko ay magkakamag-anak dahil ang pinakamalayo ay 3<sup>rd</sup> cousin. Minsan naman ay dahil pinakikialaman ng third party kaya nagaaway-away ang magpapamilya.

*"As far as I know, they are relatives because the most distant is 3rd cousin. Sometimes it's because a third party interferes that relatives fight."*

Participant 10 - Mga nang iskwat ng lupa na dahilan ang may-ari ng lupa ay lumalaban kaya nagiging rido.

*"Those who are squatters of the land because the owner of the land resists and thus becomes rido."*

Theme: Strategies to handle rido

Participant 14 - Para sa akin ay upang ma handle ang rido ay kailangan maging neutral ang mga lider.

*"For me, in order to handle the rido, the leaders must be neutral."*

Participant 11 - Upang ma handle ang rido at hindi maapektuhan ang pag-aaral ay kinakailangan magbigay ng module ang titser at magkaroon ng online class.

*"In order to handle the rido and not to affect the study, it is necessary for the teacher to provide a module and have an online class."*

Participant 10 - Sa nakikita ko ay nag-uusap ang mga nakakatanda kasama ng mga lider sa lugar tungkol sa solusyon ng problema.

*"From what I can see, the elders and the leaders of the area discuss the solution to the problem."*

Theme: School Management Strategies

Participant 11 - Ang ginawa ng aming paaralan ay nakikipag-usap sila sa mga lider ng lugar upang maproteksyunan ang eskwelahan kasama na mga mag-aaral mula sa rido.

*"What our school has done is that they talk to the leaders of the area to protect the school including students from the existing rido."*

Participant 14 - Ipinaalam ng aming principal sa mga magulang na magbibigay kami ng modules sa mga anak niyo at magkakaroon kami ng online class sa pamamagitan ng gc.

*"Our principal informed the parents that we will provide modules to your children and we will have an online class through gc."*

Participant 10 - Ang ginawa ng school namin ay kinausap ang barangay na magbigay ng kasiguruhan na ang mga estudyante at mga guro ay ligtas para hindi maiipit sa barilan.

*"What our school did was talk to the barangay to give assurance that the students and teachers are safe so they won't be crossfires."*

Theme: Effective/Ineffective School Management Strategies

Participant 11 - Para sa akin, ang nag work ay iyong modular at online class, at nag hindi nag work ay kapag walang internet connection at brown out pa.

*"For me, what works is the modular and online class, and what doesn't work is when there is no internet connection and brown out."*

Participant 14 - Para naman sa akin ay ang hindi nag work ay iyong agad-agad matigil ang rido dahil nagkapatayan na, at nag work ay iyon maayos na pakikipag-ugnayan sa mga resident at sa mga lider.

*"For me, the one that didn't work was to stop the rido immediately because there were casualties already, and the one that worked was proper communication with the residents and the leaders."*

Participants 10 - Sa nakikita ko ay ang hindi nag work dito ay ang patuloy na pagkakaroon ng rido sa kabila ng lahat na nandiyan ang mga lider at mga nakakatanda sa lugar ay naghahanap ng kaayusan para matigil ng rido. Ang nag-work ay nagkakaroon ng sapat na impormasyon ang eskwelahan kung kalian at saan mangyayari ang rido.

*"As far as I can see, what is not working here is the continued existence of the rido despite the leaders and elders are looking for reconciliation to stop the rido. The one who worked is that the school has enough information about when and where the rido will take place."*

Theme: Projections

Participant 11 - Siguro kailangan magkasundo-sundo ang bawat panig upang hindi madamay ang mga civilian.

*"Maybe both parties need to come to an agreement so that civilians will not be affected."*

Participant 10

Siguro ang pagbabago na gusto ko ay upang matigil na itong rido ay nararapat na mag-usap upang magka-intindihan.

*"May be, the change I want is to stop the rido instead to talk so that it can come to an understanding."*

Theme: Challenges in the management of the effect of rido

Participant 11 - Siguro ang challenge na masasabi ko ay hindi lahat ng mga mag-aaral ay mayroong cellphone kung kaya't mahihirapan sila mag online class.

*"May be the challenge I can say is that not all students have cellphones, so it will be difficult for them to do online classes."*

Participant 14 - Ang nakikita kong challenge dito ay hindi lahat ng magulang ay nakapag-aral kaya kalimitan kapag mayroong mga assignment o hindi maintidihan ang isang estudyante ay walang mapagtanungan. At hindi lahat ng estudyante ay mayroong cellphone kaya mahihirapan sila sa online class.

*“The challenge I see here is that not all parents are educated, so usually when there are assignments or a student can't understand, there is no one to ask. And not all students have cellphones that is why it is very hard for them to have online class.”*

#### Theme: Coping Mechanisms

Participant 11 - Bilang isang mag-aaral, nalalaban ko ang mga hamon na ito katulad ng hindi pagkakaroon ng maayos na klase sa pamamagitan ng pagiging masipag at matiyaga at kung mayroon man module na binibigay ng mga guro ay aking binabasa at isinasaulo upang tuloy-tuloy ang pag-aaral.

*“As a student, I cope those challenges of having irregular class by being hardworking and patient, and if there is a module given by the teachers I read and memorize it to continue learning.”*

Participant 10 - Para sa akin, nalalaban ko ang hamon na dulot ng rido sa pamamagitan ng pagiging relax at focus upang hindi maapektuhan ang aking pag-aaral.

*“For me, I cope with the challenges caused by rido by being relaxed and focused so that my studies are not affected.”*

#### Summary of Findings

Students affected by rido experience significant psychological stress, facing anxiety, fear, and trauma from the violence and instability, which hampers their concentration and participation in education. This conflict often disrupts schooling, causing closures and interruptions that lead to inconsistent learning and academic setbacks. Despite these challenges, students develop coping mechanisms like seeking support from family, engaging in spiritual practices, and participating in hobbies or sports. Supportive teachers and community programs play a crucial role in mitigating negative impacts by providing counseling and a stable learning environment. Remarkably, many students display resilience, setting personal goals and striving to overcome their circumstances, driven by a desire to improve their socio-economic status. However, rido also strains social relationships, causing trust issues and insecurity, although supportive friendships can provide essential emotional support. Effective interventions must address both immediate safety concerns and long-term psychological and educational needs to support these students fully.

#### Implications

The lived experiences of secondary school students affected by rido reveal the extensive and multifaceted impact of clan conflicts on their psychological health, educational progress, and social interactions. These students endure significant psychological stress, including anxiety and trauma, which impairs their concentration and participation in education. The educational environment is frequently disrupted by school closures and interruptions, leading to inconsistent learning and hindering academic performance. Despite these challenges, students demonstrate resilience through coping mechanisms such as family support, spiritual practices, and peer support, showcasing

remarkable adaptability. Community and school support, particularly through counseling services and stable learning environments, are crucial in mitigating the adverse effects. However, rido also strains social relationships, fostering trust issues and insecurity among peers. Overall, the study highlights the need for comprehensive interventions that address both the immediate safety and long-term psychological and educational needs of students affected by rido, aiming to enhance their resilience and support their academic and personal development.

### Recommendations

1. Schools should implement robust psychological support systems, including regular counseling sessions and trauma-informed care. This would help students manage stress, anxiety, and trauma resulting from rido. Trained counselors and mental health professionals should be readily available to provide individualized support.
2. Establishing contingency plans to ensure the continuity of education during conflicts is crucial. This can include remote learning options, flexible class schedules, and safe zones within schools where education can continue uninterrupted. Additionally, remedial programs should be provided to help students catch up on missed lessons.
3. Schools and local communities should collaborate on conflict resolution and peace-building initiatives. Programs that promote dialogue and understanding among different clans can help reduce the incidence of rido. Educational workshops on conflict resolution and the impact of violence should be incorporated into the school curriculum.

Developing peer support groups within schools can provide students with a sense of community and emotional support. Schools should foster an inclusive environment where trust and solidarity are encouraged among students. Activities that build teamwork and mutual understanding can help alleviate social tensions.

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