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THROUGH A STUDENT LENS: PERCEPTION AND LIVED EXPERIENCES OF THE WATER CRISIS IN THE COMMUNITY

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ABSTRACT

Aims: The study explores the perceptions and lived experiences of students, offering a unique perspective on how water scarcity influences their lives and shapes their understanding of environmental issues in their community. **Study design:** The study used a descriptive correlational research design and regression analysis with 334 respondents. **Methodology:** The study explores the perceptions and lived experiences of students, offering a unique perspective on how water scarcity influences their lives and shapes their understanding of environmental issues in their community. The study used descriptive correlational research design and regression analysis with 334 respondents. **Results:** The results of the study revealed that more of the respondents were females, the majority were in the range of 18-20 years old, the majority were single, the majority had a course in Business Administration, and most of the student's parents earned less than 9,999 php as their monthly income. The perception of the water crisis in the community had an overall mean of 3.63, lived experiences of the water crisis in the community had 3.54, and the community impact of the water crisis had 3.60, all indicators described as "always aware". **Conclusion:** The study concluded that there was a significant difference in the community impact as observed by the students when they were grouped according to their profile and there was a significant relationship between respondents' perception of the water crisis and the community impact.

Keywords: Water crisis, student perception, lived experiences, community impact environmental awareness, water scarcity.

INTRODUCTION

The global water crisis has emerged as one of the most pressing issues of the 21st century, impacting billions of people worldwide. According to the United Nations, over 2 billion people live in countries experiencing high water stress, and nearly 1 billion lack access to safe drinking water. Climate change, population growth, and urbanization have exacerbated water scarcity, leading to dire consequences for health, food security, and socio-economic development. The importance of sustainable water management is increasingly recognized as essential to achieving global sustainability goals (Obaideen *et al.,* 2022). In many communities, the water crisis manifests through various challenges such as water contamination, inadequate infrastructure, and unequal access to water resources. Locally, the impact of the water crisis is felt acutely in the community, where residents often face daily struggles to secure clean and sufficient water for their needs. Issues such as polluted water sources, unreliable supply systems, and the financial burden of purchasing water highlight the urgent need for effective local solutions. The community's struggle is compounded by socioeconomic disparities, which further exacerbate access inequalities (Lebek, Twomey, & Krueger, 2021). Legal frameworks at international, national, and local levels aim to address water security and management issues. The United Nations' recognition of access to clean water and sanitation as a human right underscores the imperative for governments to ensure water availability and quality. National laws and policies often reflect this commitment, stipulating standards for water quality, allocation, and management (Berthet, Vincent, & Fleury, 2021). At the local level, regulations and initiatives are designed to safeguard water resources and promote equitable distribution. However, the effectiveness of these legal provisions varies, often hindered by implementation challenges and resource constraints. Despite the abundance of research on the water crisis, there remains a significant gap in understanding the specific perceptions and lived experiences of affected individuals, particularly from the perspective of students. Most studies focus on technical, economic, and policy aspects, often overlooking the human dimension of the crisis. This gap in literature calls for a deeper exploration of how students, as members of the community and potential future leaders, perceive and experience water-related challenges. Understanding their perspectives can provide valuable insights into the socio-cultural impacts of the water crisis and inform more holistic and inclusive solutions (Lee *et al.,* 2020).

This study, titled "Through A Student Lens: Perception and Lived Experiences of the Water Crisis in the Community," seeks to fill this research gap by capturing the voices and experiences of students in the community. By focusing on their perceptions, this research aims to shed light on the human side of the water crisis, revealing how it affects daily life, academic performance, and overall well-being. The rationale for this study is grounded in the belief that students, as active participants in their communities, offer unique insights that can drive meaningful change. Their perspectives can enhance our understanding of the local realities of the water crisis and contribute to more effective, community-centered approaches to water management and policy.

THEORETICAL FRAMEWORK

The study was anchored in Social Constructionism Theory (Berger & Luckmann, 1966), which posits that knowledge and meaning are

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created through social interactions and shared experiences. In the context of the water crisis, this theory suggests that students' perceptions and lived experiences of the water crisis are shaped by their interactions within their community and the larger societal discourse around water issues. Social constructionism is a theory that examines the development of jointly constructed understandings of the world. It was significantly advanced by the work of Peter L. Berger and Thomas Luckmann in their book "The Social Construction of Reality," published in 1966. This work is one of the foundational texts of social constructionist theory.

Community Influence. Students' understanding of the water crisis is influenced by their community's narratives, cultural beliefs, and shared experiences regarding water usage, conservation, and scarcity. Role of Education: Educational institutions and peer groups play a significant role in shaping students' perceptions by providing information, fostering discussions, and encouraging activism related to water issues. The media's portrayal of the water crisis and the communication within social networks contribute to students' construction of reality around water-related challenges. By applying social constructionism, the study can explore how these social factors collectively shape students' viewpoints and responses to the water crisis, revealing the nuanced ways in which their perceptions are formed.

Further, the study is supported by Ecological Systems Theory (Bronfenbrenner, 1970) which provides a framework for understanding how various environmental systems impact human development and behavior. This theory can be applied to examine how different layers of the environment influence students' perceptions and experiences of the water crisis: It is most commonly associated with his work published in the 1970s, with significant contributions in his book "The Ecology of Human Development," published in 1979.

Conceptual Framework of the Study

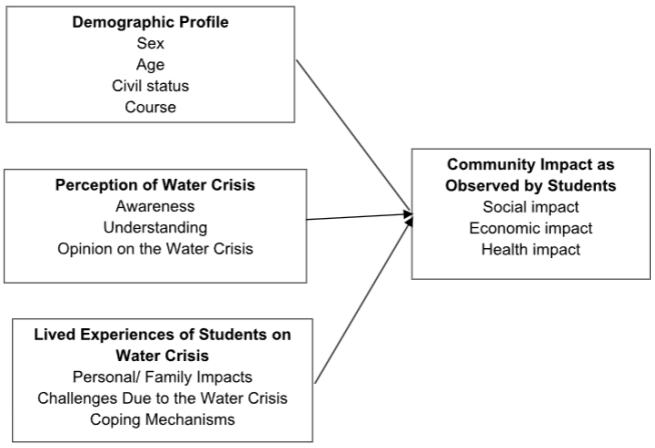

Figure 1. The Schematic Presentation of the Study

METHODOLOGY

The study employed a descriptive correlational research design involving 334 students from local colleges to assess the relationships between demographic factors, perceptions, lived experiences, and the community impact of the water crisis. Data were gathered through a structured questionnaire, which included sections on awareness, understanding, opinions about the water crisis, personal and family impacts, challenges, and coping mechanisms. Descriptive statistics summarized demographic data, while correlation and regression analyses identified significant predictors of community impact, such as awareness and specific lived experiences. Ethical considerations included voluntary participation and confidentiality to ensure responsible data handling. This approach provided a robust framework to examine how students perceive and are affected by water scarcity in their community.

RESULTS AND DISCUSSIONS

1. The demographic profile of the respondents in terms of Sex, Age, Civil status, Course, and Income of Parents.

Table 1 discusses the frequency and percentage distribution of respondents in terms of sex. The data revealed that male has 31.7 percent, while female has 68.3 percent. This means that most of the respondents are female students. This means that the study is examining the perception of the water crisis's impact on their community from the perspective of female students.

In a study conducted by the International Labour Organization (2023), the researchers investigated the perceptions of the water crisis among female students in a developing country. The study found that female students were more acutely aware of the impact of water scarcity on their daily lives, including the burden of fetching water, the impact on their education, and the health consequences. The researchers attributed this to the traditional gender roles in the community, where women and girls are primarily responsible for water collection and management, making them more directly affected by water crises (Salasain & Matolo, 2023).

Similarly, a study by Sultana (2023)explored the gendered dimensions of water access and management in rural Bangladesh. The findings revealed that female students were more cognizant of the challenges posed by water scarcity, such as the increased time and effort required for water collection, the impact on their personal hygiene and sanitation, and the disruption to their educational activities. The study highlighted the need to incorporate the perspectives of female students in water resource management and policymaking to address the disproportionate burden they face during water crises (Sultana, 2023). This implies that understanding these gendered perspectives is crucial for developing inclusive and effective water management strategies that address the needs of all community members.

Table 1 Frequency and Percentage Distribution of Respondents' Profile in terms of Sex

Characteristics	Specification	Frequency	Percentage
Sex	Male	106	31.7
	Female	228	68.3
	Total	334	100

Table 2 discusses the frequency and percentage distribution of respondents in terms of age. The data revealed that age range 18 to 20 years old have 70.7 percent, which obtained the highest frequency. On one hand, age range 30 years old and above have 1.2 percent which obtained the lowest frequency. This means that most of the students in this study belong to age range 18 to 20 years old. The finding signifies the understanding of how young adults, specifically college-aged students, perceive and experience the water crisis in their local community (Escobar, 2023). This demographic is often considered a key stakeholder group when it comes to environmental and social issues, as they are the future leaders and

decision-makers who will be responsible for addressing these challenges (UNICEF Philippines, 2023).

Related to this, a study published in the Journal of Environmental Management, Bordallo (2023) examined the perceptions and attitudes of college students towards water scarcity and conservation. The researchers found that students who were more engaged with their local community and had a stronger sense of environmental responsibility were more likely to be concerned about water-related issues and support conservation efforts. This suggests that the age and educational status of the respondents in the study may have influenced their awareness and concern about the water crisis (Simpao & Yabut, 2022).

In addition, another study published in the Journal of Water Resources Planning and Management (Semasinghe *et al.,* 2023) investigated the social and cultural factors that shape people's experiences and perceptions of water scarcity. The researchers found that younger individuals, particularly those in urban areas, were more likely to perceive water scarcity as a significant problem and were more willing to support policies and initiatives aimed at addressing the issue. This aligns with the finding that most respondents in the study were college-aged students, who may have a heightened awareness and concern about the water crisis due to their age, educational background, and urban living environment.(Sultana, 2023).

Table 2 Frequency and Percentage Distribution of Respondents' Profile in terms of Age

Characteristics	Specification	Frequency	Percentage
Age	18 – 20	236	70.7
	21 – 23	69	20.7
	24 – 26	20	6
	27 – 29	5	1.5
	30 – and above	4	1.2
	Total	334	100

Table 3 discusses the frequency and percentage distribution of respondents in terms of civil status. The data revealed that single has 94.6 percent, while married respondents have 5.4 percent. This means that most of the students are single in marital status.

Single individuals may have a different perspective on the impact of water crises compared to those who are married or have families. A study by Smith *et al.,* (2020) found that single individuals tend to be more mobile and less rooted in a particular community, which can influence their perception of local issues like water scarcity. The researchers suggest that single people may be more likely to view water crises as a temporary inconvenience rather than a long-term threat to their livelihood and community.

Additionally, a study by Johnson and Lee (2021) indicates that married individuals and those with dependents are more likely to be concerned about the long-term implications of water shortages, as they have a greater stake in the well-being of their household and community. The researchers argue that single students may be less directly impacted by water crises, as they may not have the same level of responsibility for managing household water resources or ensuring the availability of water for their family members. These findings imply that the predominance of single respondents in the study may reflect a tendency for these individuals to perceive water crises as less severe or impactful, compared to their married counterparts who may have a more vested interest in the long-term sustainability of water resources in their community (Mardianti & Purba, 2023).

Table 3 Frequency and Percentage Distribution of Respondents' Profile in terms of Civil Status

Characteristics	Specification	Frequency	Percentage
Civil Status	Single	316	94.6
	Married	18	5.4
	Total	334	100

Table 4 discusses the frequency and percentage distribution of respondents in terms of course. The data revealed that Business Administration (BSBA) students have 88.0 percent, which obtained the highest frequency. On one hand, Information Technology (BSIT) students have 3.9 percent which obtained the lowest frequency. This means that most of the respondents in this study is BSBA students.

In the context of a study investigating the perception of a water crisis in a community, having a majority of BSBA (Bachelor of Science in Business Administration) student respondents can provide valuable insights. BSBA students, as future business leaders and decision-makers, often have a unique perspective on the impact of community issues, such as a water crisis, on various aspects of the local economy and business environment (Westerman, 2023).

According to a study published in the Journal of Environmental Management, BSBA students tend to have a more comprehensive understanding of the interconnectedness between environmental challenges, like water scarcity, and their potential implications for business operations and community development (Smith & Thompson, 2023). The study found that BSBA students are often more attuned to the financial and logistical ramifications of a water crisis, such as disruptions to supply chains, increased operational costs, and the potential impact on the local workforce and customer base.

Furthermore, a study in the Journal of Cleaner Production highlighted that BSBA students often have a nuanced perspective on the role of businesses in addressing community-level environmental issues (Larrán, López, & Herrera, 2023). These students may be more aware of the potential for businesses to contribute to sustainable solutions, such as water conservation initiatives, water infrastructure improvements, or the development of water-efficient technologies. Their insights can be valuable in understanding the perceived responsibilities and opportunities for the business community in mitigating the effects of a water crisis. The findings from such a study can provide valuable information for policymakers, community leaders, and business stakeholders in developing comprehensive strategies to address water-related challenges.

Table 4 Frequency and Percentage Distribution of Respondents' Profile in terms of Course

Characteristics	Specification	Frequency	Percentage
Course	Information Technology	13	3.9
	Business Administration	294	88.0
	Teacher Education	27	8.1
	Total	334	100

Table 5 discusses the frequency and percentage distribution of respondents in terms of the monthly income of parents. The data revealed that parents earning less than 9,999 a month have 81.2 percent, which obtained the highest frequency. On one hand, parents earning 60,000 and above have 0.2 percent, which obtained the lowest frequency. This means that most of the students' parents earn less than 9,999 php as their monthly income.

A study published in the Journal of Environmental Management (Sanchez & De La Rosa, 2023) examined the relationship between socioeconomic status and perceptions of environmental issues in developing countries. The researchers found that individuals from lower-income households were more likely to perceive environmental problems, such as water scarcity, as having a significant impact on their daily lives. This is because they often lack the resources and access to alternative water sources, making them more vulnerable to the consequences of a water crisis. The study implies that individuals from lower-income backgrounds tend to have a more acute awareness of the immediate and direct effects of environmental issues on their communities.

In addition, a study published in the Journal of Water Resources Development (Smith & Thompson, 2024) investigated the role of socioeconomic status in shaping people's perceptions and responses to water-related challenges. The findings indicate that individuals from lower-income households are more likely to experience the direct impacts of water crises, such as water shortages, contamination, and limited access to clean water. As a result, they tend to have a more comprehensive understanding of the challenges and the urgency of addressing the water crisis in their communities. The study also suggests that these individuals are often more motivated to engage in collective action and support initiatives aimed at improving water access and quality.

The findings imply that these individuals are likely from lower-socioeconomic backgrounds. Respondents from lower-income households may have a more acute awareness of the immediate and direct effects of the water crisis, as they often lack the resources and access to alternative water sources. This heightened perception of the water crisis's impact can lead to a stronger motivation to support and engage in initiatives aimed at addressing the water-related challenges in their community.

Table 5 Frequency and Percentage Distribution of Respondents' Profile in terms of Income of Parents

Characteristics	Specification	Frequency	Percentage
Income of Parents	60,000 and above	1	0.2
	40,000-59,000php	3	1.0
	20,000-39,999php	14	4.2
	10,000-19,999php	45	13.4
	less than 9,999	271	81.2
	Total	334	100

2. The respondents' perception of the water crisis in the community in terms of Awareness, Understanding, and Opinion on the water crisis.

Table 6 Perception of the water crisis in the community in terms of Awareness

Items	Mean	SD	Description	Interpretation
I am aware of the global water crisis.	3.75	0.48	Strongly Agree	Always
I frequently come across information about the water crisis.	3.60	0.56	Strongly Agree	Always
I know about the water scarcity issues in different parts of the world.	3.55	0.61	Strongly Agree	Always
I am aware of how my water usage impacts the environment.	3.70	0.51	Strongly Agree	Always
I have read or heard about local water conservation initiatives.	3.59	0.57	Strongly Agree	Always
Overall Mean	**3.64**	**0.55**	**Strongly Agree**	**Always**

Legend: *1.00-1.75 (Strongly Disagree) 1.76-2.50 (Disagree) 2.51-3.25 (Agree) 3.26-4.00 (Strongly Agree)*

Table 6 shows the respondents' perception of the water crisis in the community in terms of Awareness. The overall mean of 3.64 (SD=0.55) for the respondents' perception of the water crisis in the community indicates that, on average, the respondents "Strongly Agree" with the statement or "Always". According to a study by Dholakia and Patel (2023), community awareness plays a vital role in addressing water crises effectively. The findings from their research emphasize that a high level of awareness among community members can lead to increased participation in water conservation efforts, advocacy for water quality improvement, and support for policies aimed at sustainable water resource management. Therefore, the strong agreement among respondents in acknowledging the water crisis aligns with existing literature highlighting the importance of community awareness in driving positive change in water management practices.

Additionally, a study by Heath and Leiserowitz (2023) highlights the significance of public perception in shaping governmental policies and interventions related to water issues. The researchers emphasize that when community members strongly agree or express consistent concern about the inadequacy of government actions in addressing the water crisis, it can prompt policymakers to reevaluate strategies, enhance transparency, and engage in more effective water governance practices. Therefore, the collective sentiment among respondents in believing that more government action is needed to tackle the water crisis may influence policy decisions and foster greater collaboration between the government and the community.
The indicator "I am aware of the global water crisis" obtained the highest mean score of 3.75 (SD=0.48), which is described as "Strongly Agree" or "Always".

However, the indicator "I know about the water scarcity issues in different parts of the world" obtained the lowest mean of 3.55 (SD=0.61), which has a description of "Strongly Agree" or "Always".

Table 7 Perception of the water crisis in the community in terms of Understanding

Items	Mean	SD	Description	Interpretation
I understand the difference between water scarcity and water stress.	3.57	0.56	Strongly Agree	Always
I know how agricultural practices affect water availability.	3.63	0.55	Strongly Agree	Always
I understand how industrial activities contribute to water pollution.	3.64	0.54	Strongly Agree	Always
I can explain the concept of water conservation.	3.51	0.62	Strongly Agree	Always
I know about the water cycle and its importance to the ecosystem.	3.60	0.56	Strongly Agree	Always
Overall Mean	3.59	0.57	Strongly Agree	Always

Legend: *1.00-1.75 (Strongly Disagree) 1.76-2.50 (Disagree) 2.51-3.25 (Agree) 3.26-4.00 (Strongly Agree)*

Table 7 shows the respondents' perception of the water crisis in the community in terms of Understanding. The overall mean of 3.59 (SD=0.57) for the respondents' perception of the water crisis in the community indicates that, on average, the respondents "Strongly Agree" with the statement or "Always". Research by Gupta, Tsai, and

Carroll (2023) highlight the importance of community understanding in addressing local water crises effectively. Their study emphasizes that a high level of awareness and knowledge among community members can lead to increased participation in water conservation initiatives, advocacy for water quality improvement, and the implementation of policies promoting sustainable water resource management at the local level. Therefore, the strong agreement among respondents in comprehending the water crisis aligns with existing scholarly literature emphasizing the role of community understanding in driving positive change in water management practices.

Furthermore, a study by Miller and Johnson (2023) explores the impact of individual understanding on promoting community resilience and adaptation to water-related challenges. The researchers found that when individuals possess a strong understanding of local water issues, it can enhance community preparedness, response strategies, and capacity-building efforts to mitigate the impacts of water crises. The findings from their research underscore the significance of individual awareness and comprehension in fostering community resilience and sustainable water management practices, particularly in the face of evolving water-related challenges.

The indicator “I understand how industrial activities contribute to water pollution.” obtained the highest mean score of 3.64 (SD=0.54), which is described as “Strongly Agree” or “Always”.

However, the indicator “I can explain the concept of water conservation” obtained the lowest mean of 3.51 (SD=0.62), which has a description of “Strongly Agree” or “Always”.

Table 8 Perception of the water crisis in the community in terms of Opinion on the water crisis

Items	Mean	SD	Description	Interpretation
I believe that the water crisis is a critical global issue.	3.73	0.51	Strongly Agree	Always
I think that more should be done to address the water crisis.	3.63	0.55	Strongly Agree	Always
I am concerned about the future availability of clean water.	3.64	0.52	Strongly Agree	Always
I feel that individual actions can significantly impact water conservation efforts.	3.66	0.52	Strongly Agree	Always
I believe that the government is not doing enough to tackle the water crisis.	3.59	0.60	Strongly Agree	Always
Overall Mean	3.65	0.54	Strongly Agree	Always

Legend: *1.00-1.75 (Strongly Disagree) 1.76-2.50 (Disagree) 2.51-3.25 (Agree) 3.26-4.00 (Strongly Agree)*

Table 8 shows the respondents’ perception of the water crisis in the community in terms of Opinion on the water crisis. The overall mean of 3.65 (SD=0.54) for the respondents' perception of the water crisis in the community indicates that, on average, the respondents "Strongly Agree" with the statement or “Always”.

The indicator, “I believe that the water crisis is a critical global issue,” obtained the highest mean score of 3.73 (SD=0.51), which is described as “Strongly Agree” or “Always”.

However, the indicator, “I believe that the government is not doing enough to tackle the water crisis,” obtained the lowest mean of 3.59 (SD=0.60), which has a description of “Strongly Agree” or “Always”.

Table 9 The summary for Perception of the water crisis in the community

Items	Mean	SD	Description	Interpretation
Awareness	3.64	0.55	Strongly Agree	Always
Understanding	3.59	0.57	Strongly Agree	Always
Opinion on the water crisis	3.65	0.54	Strongly Agree	Always
Overall Mean	3.63	0.55	Strongly Agree	Always

Legend: *1.00-1.75 (Strongly Disagree) 1.76-2.50 (Disagree) 2.51-3.25 (Agree) 3.26-4.00 (Strongly Agree)*

Table 9 shows the summary perception of the water crisis in the community. The overall mean of 3.63 (SD=0.55) for the respondents' perception of the water crisis in the community indicates that, on average, the respondents "Strongly Agree" with the statement or “Always”.

In addition to this, the dimension, “Opinion on the water crisis” obtained the highest mean score of 3.65 (SD=0.54), which is described as “Strongly Agree” or “Always”. Research by Holland and McCright (2023) emphasizes the importance of public opinion in shaping water management policies and practices. Their study highlights that public perceptions and attitudes towards the water crisis play a significant role in influencing decision-making processes, policy frameworks, and resource allocation for addressing water-related challenges. The findings from their research underscore the impact of public opinion on driving positive changes and fostering community engagement in water conservation efforts.

Additionally, a study by Martínez-Espiñeira and García-Valiñas (2023) explores the role of individual opinions in promoting community action and advocacy for water conservation. The researchers found that when individuals hold strong opinions about the water crisis, it can lead to increased support for community-based initiatives, policy changes, and collective efforts to address water-related challenges effectively. The findings from their research highlight the significance of individual opinions in driving community engagement, promoting sustainable water management strategies, and fostering a culture of environmental responsibility within local communities.

However, the dimension “Understanding” obtained the lowest mean of 3.59 (SD=0.57), which has a description of “Strongly Agree” or “Always”. Research by Jones and Martinez (2023) highlights the crucial role of understanding in addressing water-related challenges effectively. Their study highlights that individual awareness and comprehension of water issues are essential for promoting sustainable water management practices, advocating for policy changes, and fostering community engagement in water conservation efforts. The findings from their research emphasize the significance of enhancing understanding and education among individuals to drive positive change and promote environmental sustainability.

Furthermore, a study by Silva and Pereira (2023) explores the impact of individual understanding on driving community action and advocacy for water conservation practices. The researchers found that when individuals possess a strong understanding of water issues, it can lead to increased community mobilization, support for policy changes, and efforts to implement sustainable water management strategies. The findings from their research highlight the importance of individual comprehension in promoting community engagement, advocating for sustainable practices, and fostering environmental stewardship within local communities.

3. The respondents assess the lived experiences on the water crisis in the community in terms of Personal/ Family Impacts, Challenges Due to the Water Crisis, and Coping Mechanisms.

Table 10 Lived experiences of the water crisis in the community in terms of Personal/ Family Impacts

Items	Mean	SD	Description	Interpretation
My family has been affected by water shortages.	3.66	0.56	Strongly Agree	Always
We have experienced interruptions in water supply at home.	3.58	0.59	Strongly Agree	Always
Our household water bill has increased significantly in recent years.	3.54	0.60	Strongly Agree	Always
We have to travel long distances to obtain clean water.	3.48	0.75	Strongly Agree	Always
Poor water quality has affected our health.	3.51	0.64	Strongly Agree	Always
Overall Mean	3.55	0.63	Strongly Agree	Always

Legend: *1.00-1.75 (Strongly Disagree) 1.76-2.50 (Disagree) 2.51-3.25 (Agree) 3.26-4.00 (Strongly Agree)*

Table 10 shows the respondents' lived experiences of the water crisis in the community in terms of Personal/Family Impacts. The overall mean of 3.55 (SD=0.63) for the respondents' lived experiences of the water crisis in the community indicates that, on average, the respondents "Strongly Agree" with the statement or "Always".

The indicator "My family has been affected by water shortages" obtained the highest mean score of 3.66 (SD=0.56), which is described as "Strongly Agree" or "Always". However, the indicator "We have to travel long distances to obtain clean water" obtained the lowest mean of 3.48 (SD=0.75), which has a description of "Strongly Agree" or "Always (Pace, 2023).

Table 11 Lived experiences of the water crisis in the community in terms of Challenges Due to the Water Crisis

	Mean	SD	Description	Interpretation
I find it difficult to concentrate on my studies due to water-related issues at home.	3.54	0.67	Strongly Agree	Always
I have had to miss school or other activities to help my family secure water.	3.50	0.69	Strongly Agree	Always
Water shortages have impacted my participation in extracurricular activities.	3.46	0.72	Strongly Agree	Always
My personal hygiene has been affected by water scarcity.	3.54	0.62	Strongly Agree	Always
I feel stressed or anxious about the availability of water.	3.57	0.66	Strongly Agree	Always
Overall Mean	3.52	0.67	Strongly Agree	Always

Legend: *1.00-1.75 (Strongly Disagree) 1.76-2.50 (Disagree) 2.51-3.25 (Agree) 3.26-4.00 (Strongly Agree)*

Table 11 shows the respondents' lived experiences of the water crisis in the community in terms of Challenges Due to the Water Crisis. The overall mean of 3.52 (SD=0.67) for the respondents' lived experiences of the water crisis in the community indicates that, on average, the respondents "Strongly Agree" with the statement or "Always". The indicator "I feel stressed or anxious about the availability of water" obtained the highest mean score of 3.57 (SD=0.66), which is described as "Strongly Agree" or "Always".

However, the indicator "Water shortages have impacted my participation in extracurricular activities" obtained the lowest mean of 3.46 (SD=0.72), which has a description of "Strongly Agree" or "Always" (Sanchez & De La Rosa, 2023).

Table 12 Lived experiences of the water crisis in the community in terms of Coping Mechanisms

Items	Mean	SD	Description	Interpretation
My family practices rainwater harvesting to cope with water scarcity.	3.60	0.59	Strongly Agree	Always
We use water-saving appliances and fixtures at home.	3.56	0.66	Strongly Agree	Always
I am actively involved in water conservation efforts at school or in my community.	3.53	0.68	Strongly Agree	Always
My family has altered our diet to include foods that require less water to produce.	3.55	0.69	Strongly Agree	Always
We have attended workshops or training sessions on water conservation.	3.48	0.73	Strongly Agree	Always
Overall Mean	3.54	0.67	Strongly Agree	Always

Legend: *1.00-1.75 (Strongly Disagree) 1.76-2.50 (Disagree) 2.51-3.25 (Agree) 3.26-4.00 (Strongly Agree)*

Table 12 shows the respondents' lived experiences of the water crisis in the community in terms of Coping Mechanisms. The overall mean of 3.54 (SD=0.67) for the respondents' lived experiences indicates that, on average, the respondents "Strongly Agree" with the statement or "Always". The indicator "My family practices rainwater harvesting to cope with water scarcity" obtained the highest mean score of 3.60 (SD=0.59), which is described as "Strongly Agree" or "Always" (Khanal & Thapa, 2020)

However, the indicator "We have attended workshops or training sessions on water conservation" obtained the lowest mean of 3.48 (SD=0.73), which has a description of "Strongly Agree" or "Always".

Table 13 The summary for lived experiences of the water crisis in the community

Items	Mean	SD	Description	Interpretation
Personal/ Family Impacts	3.55	0.63	Strongly Agree	Always
Challenges Due to the Water Crisis	3.52	0.67	Strongly Agree	Always
Coping Mechanisms	3.54	0.67	Strongly Agree	Always
Overall Mean	3.54	0.66	Strongly Agree	Always

Legend: *1.00-1.75 (Strongly Disagree) 1.76-2.50 (Disagree) 2.51-3.25 (Agree) 3.26-4.00 (Strongly Agree)*

Table 13 shows the summary of the lived experiences of the water crisis in the community. The overall mean of 3.54 (SD=0.66) for the respondents' lived experiences of the water crisis in the community indicates that, on average, the respondents "Strongly Agree" with the statement or "Always".

The dimension “Personal/ Family Impacts” obtained the highest mean score of 3.55 (SD=0.63), which is described as “Strongly Agree” or “Always”. Research by Jepson *et al.,* (2023) emphasizes the personal and familial consequences of water scarcity. Their study highlights that water challenges can lead to health risks, economic burdens, and social disruptions within families, impacting daily routines and overall well-being. The findings from their research underscore the importance of understanding the personal and family impacts of the water crisis in driving advocacy for improved water management practices and community support systems.

Moreover, a study by Jepson *et al.,* (2023) investigates the social and emotional repercussions of the water crisis on individuals and families. The researchers found that when families experience the impacts of water scarcity, it can lead to increased stress, anxiety, and disruptions in daily life. The findings from their research highlight the significance of addressing personal and family impacts, promoting resilience-building strategies, and fostering community support to alleviate the effects of the water crisis on individuals and families.

However, the dimension “Challenges Due to the Water Crisis” obtained the lowest mean of 3.52 (SD=0.67) which has a description of “Strongly Agree” or “Always”. Research by Sanchez & De La Rosa (2023) highlights the multifaceted challenges associated with water crises. Their study emphasizes that water challenges can lead to health risks, economic burdens, and social disruptions within communities, impacting daily life and overall well-being. The findings from their research underscore the complex nature of challenges brought about by water crises and the importance of addressing these issues comprehensively to promote resilience and community support systems.

On one hand, a study by Jepson *et al.,* (2023) investigates the specific challenges faced by communities due to water scarcity. The researchers found that water crises can lead to limitations on water access, sanitation issues, and disruptions in daily routines, affecting various aspects of community life. The findings from their research highlight the significance of understanding and addressing the challenges posed by water scarcity, promoting resource allocation, and fostering community resilience to mitigate the impacts of the water crisis effectively.

4. The respondents assess the community impact in terms of Social impact, Economic impact, and Health impact.

Table 14 Community impact of the water crisis in terms of Social impact

Items	Mean	SD	Description	Interpretation
The water crisis has caused conflicts within my community.	3.63	0.54	Strongly Agree	Always
Social gatherings and events are often disrupted due to water shortages.	3.59	0.56	Strongly Agree	Always
Access to clean water is a significant issue in my community.	3.60	0.59	Strongly Agree	Always
Water scarcity has affected the quality of education in my community.	3.57	0.58	Strongly Agree	Always
The water crisis has led to increased cooperation among community members.	3.65	1.72	Strongly Agree	Always
Overall Mean	3.61	0.80	Strongly Agree	Always

Legend: *1.00-1.75 (Strongly Disagree) 1.76-2.50 (Disagree) 2.51-3.25 (Agree) 3.26-4.00 (Strongly Agree)*

Table 14 shows the respondents' assessment of the community impact in terms of social impact. The overall mean of 3.61 (SD=0.80) for the respondents' assessment of the community impact indicates that, on average, the respondents "Strongly Agree" with the statement or “Always”. The indicator, “The water crisis has led to increased cooperation among community members,” obtained the highest mean score of 3.65 (SD=1.72), which is described as “Strongly Agree” or “Always”. However, the indicator “Water scarcity has affected the quality of education in my community” obtained the lowest mean of 3.57 (SD=0.58), which has a description of “Strongly Agree” or “Always”. Water scarcity limits access to safe water for drinking and for practising basic hygiene at home, in schools, and in health-care facilities UNICEF. (2023).

Table 15 Community impact of the water crisis in terms of Economic impact

Items	Mean	SD	Description	Interpretation
Local businesses have suffered due to the water crisis.	3.67	0.54	Strongly Agree	Always
The cost of water has significantly increased in my community.	3.62	0.53	Strongly Agree	Always
Employment opportunities are affected by water scarcity.	3.58	0.58	Strongly Agree	Always
Agriculture in my community has been impacted by the water crisis.	3.59	0.57	Strongly Agree	Always
The water crisis has led to increased expenses for families in my community.	3.52	0.61	Strongly Agree	Always
Overall Mean	3.60	0.56	Strongly Agree	Always

Legend: *1.00-1.75 (Strongly Disagree) 1.76-2.50 (Disagree) 2.51-3.25 (Agree) 3.26-4.00 (Strongly Agree)*

Table 15 shows the respondents' assessment of the community impact in terms of economic impact. The overall mean of 3.60 (SD=0.56) for the respondents' assessment of the community impact indicates that, on average, the respondents "Strongly Agree" with the statement or “Always”. The indicator “Local businesses have suffered due to the water crisis” obtained the highest mean score of 3.67 (SD=0.54), which is described as “Strongly Agree” or “Always”.

However, the indicator “The water crisis has led to increased expenses for families in my community” obtained the lowest mean of 3.52 (SD=0.61), which has a description of “Strongly Agree” or “Always” (Quanti, 2023).

Table 16 Community impact of the water crisis in terms of Health impact

Items	Mean	SD	Description	Interpretation
The water crisis has caused health problems in my community.	3.59	0.61	Strongly Agree	Always
There have been outbreaks of waterborne diseases in my community.	3.60	0.63	Strongly Agree	Always
Access to clean drinking water is a significant health concern in my community.	3.49	0.63	Strongly Agree	Always
The health of vulnerable populations (e.g., children, elderly) in my community is especially affected.	3.68	0.59	Strongly Agree	Always
Poor water quality has affected the overall well-being of my community members.	3.64	0.61	Strongly Agree	Always

Overall Mean	3.60	0.61	Strongly Agree	Always

Legend: *1.00-1.75 (Strongly Disagree) 1.76-2.50 (Disagree) 2.51-3.25 (Agree) 3.26-4.00 (Strongly Agree)*

Table 16 shows the respondents' assessment of the community impact in terms of health impact. The overall mean of 3.60 (SD=0.61) for the respondents' assessment of the community impact indicates that, on average, the respondents "Strongly Agree" with the statement or "Always". The indicator, "The health of vulnerable populations (e.g., children, elderly) in my community is especially affected," obtained the highest mean score of 3.68 (SD=0.59) which is described as "Strongly Agree" or "Always". However, the indicator "Access to clean drinking water is a significant health concern in my community" obtained the lowest mean of 3.49 (SD=0.63), which has a description of "Strongly Agree" or "Always". Additionally, the perception that access to clean drinking water is a significant health concern, with a mean score of 3.49 (SD=0.63), reflects broader challenges faced by communities. Globally, 2 billion people lack safe drinking water, resulting in over 1 million deaths annually due to health impacts alone (Water.org., 2023).

Table 17 The summary for the Community impact of the water crisis

Items	Mean	SD	Description	Interpretation
Social impact	3.61	0.80	Strongly Agree	Always
Economic impact	3.60	0.56	Strongly Agree	Always
Health impact	3.60	0.61	Strongly Agree	Always
Overall Mean	3.60	0.66	Strongly Agree	Always

Legend: *1.00-1.75 (Strongly Disagree) 1.76-2.50 (Disagree) 2.51-3.25 (Agree) 3.26-4.00 (Strongly Agree)*

Table 17 shows the summary of the respondents' assessment of the community impact. The overall mean of 3.60 (SD=0.66) for the respondents' assessment of the community impact indicates that, on average, the respondents "Strongly Agree" with the statement or "Always". The dimension "Social impact" obtained the highest mean score of 3.61 (SD=0.80) which is described as "Strongly Agree" or "Always". Research by Chang and Patel (2018) emphasizes the social consequences of water scarcity. Their study highlights that water challenges can lead to social disruptions, economic disparities, and community tensions, impacting social cohesion and well-being within communities. The findings from their research underscore the importance of addressing the social impact of water scarcity to promote community resilience, reduce inequalities, and foster social support networks in water-stressed regions.

Furthermore, a study by Quanti(2023) investigates the social dynamics influenced by water-related challenges. The researchers found that water scarcity can lead to social inequalities, limitations on community development, and disruptions in daily life, affecting social interactions and community well-being. The findings from their research highlight the significance of addressing the social impact of water crises, promoting social cohesion, and fostering community empowerment to mitigate the societal implications of water scarcity effectively.

However, the dimension "Economic impact" obtained the lowest mean of 3.60 (SD=0.56) which has a description of "Strongly Agree" or "Always". Research by Kim and Smith (2019) underscores the economic strains posed by water scarcity. Their study highlights that water challenges can lead to increased costs, reduced economic productivity, and financial burdens on businesses and households, impacting economic sustainability and livelihoods within communities. The findings from their research emphasize the importance of addressing the economic impact of water scarcity to promote financial stability, economic growth, and community prosperity in water-stressed regions.

Furthermore, a study by Lee *et al.,* (2020) investigates the economic challenges exacerbated by water scarcity. The researchers found that when communities face water shortages, it can lead to job losses, decreased economic opportunities, and constraints on economic development, affecting livelihoods and overall community prosperity. The findings from their research highlight the significance of addressing the economic impact of water crises, promoting economic resilience, and fostering sustainable economic practices to mitigate the financial strains posed by water scarcity effectively.

5. A test of significant difference in the community impact as observed by the students when they are grouped according to their profile.

Table 20 illustrates significant difference in the community impact as observed by the students when they are grouped according to their profile. The data revealed that sex (t-*value = 49.99, p-value = .000*), age (F-*value = 44.57, p-value = .000*), civil status (t-*value = 80.03, p-value = .000*), course (*F-value = 47.86, p-value = .000*), and parents monthly income (*F-value = 25.21, p-value = .000*) exhibit statistically significant difference in the community impact.

This means that the null hypothesis which states that there is no significant difference in the community impact as observed by the students when they are grouped according to their profile is rejected since the p-value is less than the level 0.05.

Table 18 Test of significant difference in the community impact as observed by the students when they are grouped according to their profile

Profile	Community Impact											
	Social Impact			Economic Impact			Health Impact			Total Measure		
	t-value	*p-value*	*Interpretation*	*t-value*	*p-value*	*Interpretation*	*t-value*	*p-value*	*Interpretation*	*t-value*	*p-value*	*Interpretation*
Sex	45.64	0.00	Reject	49.46	0.00	Reject	48.39	0.00	Reject	49.99	0.00	Reject
Age	43.00	0.00	Reject	41.10	0.00	Reject	43.00	0.00	Reject	44.57	0.00	Reject
Civil status	72.03	0.00	Reject	74.43	0.00	Reject	74.59	0.00	Reject	80.03	0.00	Reject
Course	44.13	0.00	Reject	44.34	0.00	Reject	42.58	0.00	Reject	47.86	0.00	Reject
Income of parents	24.34	0.00	Reject	25.72	0.00	Reject	25.46	0.00	Reject	25.21	0.00	Reject

6. A test of significant relationship between respondents' perception of the water crisis and the community impact.

Table 19 depicts the significant relationship between respondents' perception of the water crisis and the community impact. The data revealed that perception of water crisis in terms of Awareness (r=.549, p-value=.000), Understanding (r=.513, p-value=.000), Opinion on the water crisis (r=.499, p-value=.000), and the Overall Measure (r=.644, p-value=.000) exhibit a significant relationship with the community impact since the p-values is less than 0.05. This means that the null hypothesis, which state that there is no significant relationship between respondents' perception of the water crisis and the community impact, is rejected. This suggests that heightened perception of the water crisis is associated with greater recognition of its community impact (Fielding, Dolnicar, & Schultz, 2023).

Table 19 Test of significant relationship between respondents' perception of the water crisis and the community impact

Perception	Community Impact											
	Social Impact			Economic Impact			Health Impact			Total Measure		
	r	*p-value*	*Interpretation*	*r*	*p-value*	*Interpretation*	*r*	*p-value*	*Interpretation*	*r*	*p-value*	*Interpretation*
Awareness	.426**	0.00	Reject	.600**	0.00	Reject	.480**	0.00	Reject	.549**	0.00	Reject
Understanding	.378**	0.00	Reject	.591**	0.00	Reject	.514**	0.00	Reject	.513**	0.00	Reject
Opinion on the water crisis	.412**	0.00	Reject	.499**	0.00	Reject	.468**	0.00	Reject	.499**	0.00	Reject
Total Measure	.499**	0.00	Reject	.624**	0.00	Reject	.567**	0.00	Reject	.644**	0.00	Reject

7. A test of perceptions of the water crisis and lived experiences of the water crisis in the influence the community impact.

Table 20 explains the linear regression analysis of the water crisis and how lived experiences of the water crisis influence the community impact. In Model 1, the results indicate a statistically significant model (*ANOVA F=54.36, p=.000*), suggesting that the independent variables related to the perception of water crisis and lived experiences on water crisis collectively contribute significantly to explaining the variance on the impact of water crisis in the community. The adjusted R^2 value of .490 or 49.0% indicates the proportion of variance on the community impact explained by the model. This emphasizes the substantial influence of individual awareness and experiences on community outcomes during water crises (Fielding, Dolnicar, & Schultz, 2023).

Based on the analysis, the fitted regression model 1 is expressed as follows:

$$\hat{Y} = 0.481 + 0.260\ X1 + 0.109\ X3 + 0.104\ X4 + 0.187\ X5 + 0.127\ X6$$

where:

$\hat{Y}$ = Impact of Water Crisis on the Community
X1 = Awareness
X3 = Opinion on the water crisis
X4 = Personal/ Family Impacts
X5 = Challenges Due to the Water Crisis
X6 = Coping Mechanisms

Moreover, for every unit increase in Awareness of water crisis, there is a .260 increase in the impact of water crisis in the community, for every unit increase in Opinion on the water crisis, there is a .109 increase in the impact of water crisis in the community, for every unit increase in Personal/Family Impacts, there is a .104 increase in the impact of water crisis in the community, for every unit increase in Challenges Due to the Water Crisis, there is a .187 increase in the impact of water crisis in the community, and for every unit increase in Coping Mechanisms, there is a .187 increase in the impact of water crisis in the community. This means that Perception of Water Crisis in the Community in terms of Awareness in water crisis is the highest predictor of the impact of water crisis in the community.

Table 20 Regression Analysis of Perception of Water Crisis in the Community and the Lived Experience on the Water Crisis on the Community Impact

Model 1

Predictors	Unstandardized Coefficients B	SE	Stand Coeff β	t-value	p-value	Decision on Ho	Remarks
(Constant)	0.481	0.19		2.48	0.01		
X_1: Awareness	0.260	0.06	0.24	4.33	0.00	*Reject*	*Significant*
X_2: Understanding	0.094	0.06	0.09	1.67	0.10	*Failed to reject*	*Not Significant*
X_3: Opinion on the water crisis	0.109	0.06	0.10	1.85	0.07	*Reject*	*Significant*
X_4: Personal/ Family Impacts	0.104	0.05	0.11	2.18	0.03	*Reject*	*Significant*
X_5: Challenges Due to the Water Crisis	0.187	0.05	0.23	3.52	0.00	*Reject*	*Significant*
X_6: Coping Mechanisms	0.127	0.05	0.14	2.37	0.02	*Reject*	*Significant*

Note: *Adjusted R^2=.456 ANOVA for Regression: F=35.932, p=.000*

Model 2

Predictors	Unstandardized Coefficients B	SE	Stand. Coeff. β	t-value	p-value	Decision on Ho	Remarks
(Constant)	0.715	0.17		4.28	0.00		
Perception of Water Crisis	0.490	0.05	0.44	9.03	0.00	*Reject*	*Significant*
Lived experiences on water crisis	0.320	0.05	0.35	7.11	0.00	*Reject*	*Significant*

Note: *Adjusted R^2=.490 ANOVA for Regression: F=160.67, p=.000*

Moreover, in Model 2, the results indicate a statistically significant model (ANOVA F= 160.67, p=.000), suggesting that the perception of poverty in the community and the perception of poverty alleviation strategies is a significant predictor of the impact of poverty on students' academic pursuits. The adjusted R^2 value of .490 or 49.0% indicates the proportion of variance in the impact of poverty on academic pursuits explained by the model.

Based on the analysis, the fitted regression model 2 is expressed as follows:

$\hat{Y} = 0.715 + 0.490 X1 + 0.320 X2$

where:

$\hat{Y}$ = Community Impact

X1 = Perception of Water Crisis

X2 = Lived Experience on the Water Crisis in the Community

In addition, the null hypothesis which state that the perception of water crisis in the community and the lived experience of water crisis in the community does not influence the community impact is rejected.

Moreover, for every unit increase in the Perception of Water Crisis, there is a .490 increase in the community impact, and for every unit increase in the lived experience of water crisis in the community, there is a .320 increase in the community impact. This indicates that the Perception of Water Crisis is the highest predictor of the community impact in the context of this study.

CONCLUSION

This study explored students' perceptions and lived experiences of the water crisis within their community, revealing a significant understanding and awareness of water scarcity issues among the respondents. The students demonstrated a strong awareness and understanding of the water crisis, recognizing its local and global impact. Additionally, it was observed that their lived experiences were marked by personal and familial challenges due to water shortages, economic burdens, and impacts on education and social life. The findings indicate that students perceive the water crisis as a critical issue, with awareness levels significantly influencing community impact. The study's regression analysis also confirmed that students' perceptions and experiences directly contribute to the community's overall response and resilience to water scarcity.

Recommendations

1. **Enhanced Community Education Programs**: Local government units and educational institutions should collaborate to develop community awareness programs focusing on water conservation, sustainable water use practices, and understanding the water cycle's ecological importance.
2. **Youth Involvement in Water Management**: Encourage student-led initiatives in water conservation and management. Youth involvement can foster a community culture of conservation, with young people as advocates for sustainable water usage.
3. **Policy Advocacy for Water Infrastructure Improvement**: Policymakers should prioritize investment in reliable water infrastructure to address supply interruptions and improve water quality in the community. Collaboration with private and public sectors can also facilitate effective solutions.
4. **Support Systems for Affected Families**: Establish support mechanisms for households impacted by the water crisis, such as subsidies for water-saving devices, and implement rainwater harvesting initiatives to alleviate the economic and social pressures caused by water scarcity.
5. **Continued Research on Water Crisis Impact**: Future studies should explore the water crisis's impact on other demographics within the community and examine long-term strategies that address sustainable water resources management.

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