

Measuring Legal Literacy on Constitutional Rights: A Quantitative Analysis of Layperson Understanding

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ABSTRACT

This study investigates the level of legal literacy among laypeople in Cauayan City, Isabela, focusing specifically on their understanding, awareness, and knowledge of constitutional rights. Recognizing the critical role legal literacy plays in empowering individuals to assert their rights and engage with legal institutions, the research addresses a significant knowledge gap concerning marginalized workers in the informal transport sector. Using a descriptive-correlational design and survey methodology, the study involved tricycle drivers as respondents (N=351) and analyzed data through descriptive and inferential statistics. Findings reveal that while the respondents exhibit generally high self-perceived understanding and awareness of constitutional rights, particularly their right to vote, significant gaps persist in procedural knowledge and access to formal legal education. The results show that educational attainment and years of experience significantly influence legal literacy, whereas age and income do not. Statistical analysis warrants the conclusion that there is an urgent need for accessible, community-based legal education programs tailored to the realities of informal workers. Strengthening legal literacy among tricycle drivers can foster a more informed citizenry, reduce vulnerability to rights violations, and promote more equitable engagement with legal and civic processes.

Keywords: legal literacy, constitutional rights, tricycle drivers, informal sector, layperson understanding

I. INTRODUCTION

In democratic societies, constitutional rights form the bedrock of governance, safeguarding individual liberties and enabling citizen participation. However, the

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effective exercise of these rights is intrinsically tied to the legal literacy of the population. Legal literacy is a multifaceted concept that encompasses various dimensions of legal knowledge and civic engagement. Yadav and Yadav (2021) define it narrowly as the ability to understand and articulate legal information, empowering individuals to interpret legal terminology and apply it to real-world situations. Zariski (2014) further underscores the importance of making legal knowledge accessible to those outside the legal profession. Building on this foundation, Habbig and Robeyns (2022) describe legal literacy as the “degree of competence in legal discourse required for meaningful and active life” in an increasingly legalistic society—a perspective that echoes the earlier insights of White (1983).

Legal literacy plays a vital role in nurturing democratic governance and advancing social justice. It is regarded as a cornerstone of constitutional democracy, as it equips citizens with the knowledge needed to understand legal systems and participate meaningfully in democratic processes (Yadav & Yadav, 2021; Zariski, 2014). Moreover, knowledge of legal rights strengthens civic engagement, as individuals with a solid understanding of the law are more likely to engage in political processes, advocate for their rights, and contribute to societal development (Owen & Irion-Groth, 2020; Owen, 2020).

Beyond its democratic value, legal literacy serves as a powerful instrument for promoting social justice. It equips marginalized groups with the knowledge and tools necessary to recognize, resist, and challenge systemic injustices (Silliman, 1985). However, critics argue that defining legal literacy solely as the acquisition of *formal* knowledge risks overlooking the concept of *legal consciousness*—the informal, everyday understanding of legality that shapes how marginalized groups experience and articulate justice (Silliman, 1985; Ewick & Silbey, 1998). This distinction is critical because, as Bautista (2010) emphasizes in the Philippine context, legal illiteracy, often exacerbated by poverty, is less a failure of rote knowledge and more a barrier to the procedural application of rights, which hinders justice for the poor. Legal literacy, therefore, extends beyond theoretical understanding; it must effectively empower individuals to act as informed and engaged citizens in pursuit of fairness.

Recent evidence suggests a persistent and widespread deficit in legal awareness within the Philippines. A 2024 review by Social Weather Stations (SWS) revealed that a significant majority of Filipinos admit to knowing little about the Philippine Constitution. This deficit is particularly acute among marginalized and low-income groups, who face substantial barriers in asserting their rights and accessing justice (Bautista, 2010). The situation is especially pressing in the informal sector, which constitutes a large portion of the national labor force (ILO, 2009; Tolentino et al., 2001) but remains largely underserved in terms of legal protection and awareness (Cabegin, 2022).

Among informal workers, professional tricycle drivers hold a particularly vital role, especially in areas where formal transportation networks are limited (Aydinan, 2020; Froilan Jr., 2010). Despite their economic contributions, these drivers often operate in precarious conditions and lack comprehensive knowledge of their constitutional rights and labor protections. Their understanding of the law tends to be confined to operational rules, such as traffic ordinances, while broader legal issues remain unfamiliar (Aydinan,

2020; Froilan Jr., 2010). This legal vulnerability exposes them to risks such as arbitrary fines, harassment, and exploitation, exacerbated by their limited access to legal information and institutional support.

Existing research on legal literacy in the Philippines has predominantly focused on formally educated populations or specific professions like teachers, often revealing low levels of legal knowledge even among these groups (De Guzman et al., 2017; Sanchez-Danday, 2019). Critically, a comparison of these findings reveals a methodological paradox: if even formally educated groups exhibit low competence, the educational models currently assumed to deliver legal knowledge are demonstrably inadequate. This realization necessitates a profound shift in research focus from examining the legal deficits of the educated to understanding the unique and specific barriers faced by the truly marginalized, such as informal sector workers (De Guzman et al., 2017; Changkery, 2014). This oversight contributes to persistent inequities and hampers the development of effective, targeted legal education interventions.

Thus, this study seeks to address this critical gap by focusing on the legal literacy of professional tricycle drivers in urban settings. While existing research is situated within formal educational environments, this study shifts the focus to the informal transport sector to explore the specific barriers preventing this marginalized demographic from understanding and asserting their constitutional rights. Specifically, this research is guided by three objectives. First, it seeks to assess the level of legal literacy among professional tricycle drivers in Cauayan City, Isabela, focusing on their knowledge, awareness, and perceived understanding of constitutional rights. Second, it aims to determine how demographic factors such as age, educational attainment, income, and driving experience relate to their levels of legal literacy. Third, it intends to draw out the implications of these findings for public policy and for the design of legal education programs that can strengthen access to justice for informal workers.

II. MATERIALS AND METHODS

A. Research Design

A descriptive-correlational research design was employed to quantify the level of legal literacy among tricycle drivers. This design was deemed appropriate to describe the current state of legal knowledge and explore potential relationships between demographic variables and legal literacy outcomes. As noted by Gravetter and Wallnau (2016), descriptive-correlational research allows for the examination of naturally occurring relationships without manipulating variables. The descriptive aspect focused on outlining the extent of legal literacy, while the correlational aspect sought to determine associations between demographic factors (e.g., age, education, income, driving experience) and levels of knowledge, awareness, and understanding of constitutional rights.

B. Materials and Instrumentation

Data were gathered through a standardized survey questionnaire specifically developed to assess the legal knowledge, awareness, and understanding of professional tricycle drivers regarding their constitutional rights. The instrument was organized into

three main components. Part I captured the demographic profile of the respondents and identified their primary sources of legal information. Part II included quantitative items measured through Likert-scale questions designed to assess their levels of legal knowledge, awareness, and understanding. Part III focused on evaluating the perceived relevance and application of constitutional rights to the respondents' everyday professional experiences.

The Likert-scale format allowed for a structured and quantifiable analysis of self-reported legal literacy. The statements in the survey were crafted to evaluate respondents' levels of agreement with various assertions related to constitutional provisions, personal legal entitlements, and awareness of specific legal protections. For critical transparency, it is explicitly noted that the data collected are based on self-assessment. Therefore, the possibility of response bias, particularly social desirability bias – where respondents may overstate their knowledge – is a recognized limitation inherent to this instrumentation.

To enhance the clarity and validity of the instrument, the questionnaire was reviewed and validated by two experts—one legal professional and one licensed psychometrician. Their combined expertise ensured that the items were both legally accurate and psychometrically sound. Following the validation, a pilot test was conducted with 30 professional tricycle drivers in Reina Mercedes, Isabela to assess the clarity, reliability, and relevance of the instrument. Feedback from the pilot participants was used to make necessary adjustments prior to the full implementation of the survey.

Reliability testing of the survey yielded strong internal consistency across most constructs. Specifically, Cronbach's alpha coefficients were $\alpha = 0.81$ for the sources construct, $\alpha = 0.93$ for the knowledge construct, $\alpha = 0.93$ for the awareness construct, and $\alpha = 0.66$ for the understanding construct. These results indicate that the instrument demonstrated acceptable to excellent reliability. As noted by Raharjanti et al. (2022), a Cronbach's alpha value between 0.6 and 0.8 is considered acceptable, confirming the instrument's suitability for use in the full-scale study.

C. Population and Sampling

The study population consisted of professional tricycle drivers in Cauayan City, Isabela. This group was selected due to their significant role in urban transportation and the observed gap in legal education among informal workers. A sample size of 351 was determined to be statistically significant, using a 95% confidence level and $\pm 5\%$ margin of error.

A purposive sampling method was employed to intentionally select professional tricycle drivers in the City of Cauayan. This non-probability sampling technique allowed the researchers to focus on respondents who were most likely to provide meaningful insights into the level of legal literacy within the target population. By selecting participants based on their relevance to the research objectives, the study ensured that the data collected would be rich, context-specific, and aligned with the goals of understanding legal knowledge, awareness, and understanding among tricycle drivers. The rigorous selection criteria for inclusion were 1) being a currently active, professional tricycle driver in Cauayan City, and 2) being a registered member of a local Tricycle Operators and Drivers Association (TODA) within the city. While this targeted approach

guaranteed context-specific data, the reliance on pre-defined criteria introduces a potential selection bias. Consequently, the results, while highly relevant to the study population, may not be broadly generalizable to all informal transport workers operating outside the sampled TODA communities.

D. Data Gathering Procedure

Data collection was carried out over a period of ten (10) weeks. Formal requests were submitted to the presidents and vice presidents of each Tricycle Operators and Drivers Association (TODA) across various barangays in Cauayan City. Following approval, the survey was administered in person at designated tricycle terminals. Respondents received an orientation regarding the study's purpose and gave informed consent before participation. Efforts were made to ensure accessibility and clarity by translating key terms into Filipino and Ilocano. Respondents were given up to 45 minutes to complete the questionnaire. All responses were anonymized to protect the privacy and confidentiality of participants.

E. Data Analysis

Quantitative data gathered from the survey were analyzed using the Statistical Package for the Social Sciences (SPSS). The analysis involved both descriptive and inferential statistical techniques to comprehensively interpret the data and address the study's research questions.

Descriptive statistics, including mean, standard deviation, frequency, and percentage, were utilized to summarize the overall levels of legal literacy among the professional tricycle drivers. These measures provided a clear picture of the participants' knowledge, awareness, and understanding of constitutional rights.

To explore potential associations and differences based on demographic factors, inferential statistics were also employed. Specifically, chi-square tests and correlation analyses were conducted to determine whether variables such as age, educational attainment, income level, and years of driving experience had a significant relationship with the respondents' legal literacy levels.

Furthermore, the internal consistency of the survey constructs was assessed using Cronbach's alpha, which confirmed the instrument's reliability. As noted in the instrumentation section, the reliability scores indicated acceptable to excellent internal consistency, supporting the robustness of the instrument used in this study.

F. Ethical Considerations

This study observed strict ethical standards to ensure that the rights, dignity, and welfare of the participants, i.e., professional tricycle drivers, were respected throughout the research process. Prior to participation, respondents were fully informed of the study's objectives, procedures, and intended use of the data collected. Informed consent was obtained, with participants given the option to withdraw at any stage without penalty. To uphold confidentiality, all responses were anonymized, and no personally identifiable information was recorded, thereby ensuring the privacy and security of the participants.

Efforts were made to ensure inclusivity and fairness in participant selection, which reflect the diversity of the tricycle driving community. Although the study employed purposive sampling, care was taken to avoid any form of bias or coercion. The researchers used plain and culturally appropriate language, which was translated into Ilocano where necessary, to ensure participants clearly understood their role in the study and the implications of their responses.

Attention was also given to minimizing potential psychological or emotional harm. The questionnaire was carefully reviewed to avoid content that could cause discomfort or distress. By using non-technical and respectful language, the researchers created a supportive environment that encouraged honest and voluntary participation. Lastly, data integrity was maintained throughout the research process. All collected responses were handled with accuracy and transparency, and no data were altered or fabricated. Participants were also informed that they could request feedback regarding the study's results, promoting transparency and mutual respect.

III. RESULTS

A. Profile of the Respondents

This study surveyed a total of 351 respondents. Table 1 presents the distribution of participants across various demographic categories in terms of frequency and percentage. Notably, the age distribution reveals a diverse sample. A majority of the respondents fall within the middle-aged brackets, with 32.5% aged 41 to 50 years and 30.2% aged 31 to 40 years. This suggests that the tricycle driving profession in Cauayan City is largely comprised of individuals in their productive working years. Additionally, 22.2% of respondents are between 51 and 60 years old, indicating a workforce with substantial experience. In contrast, younger drivers (aged 21 to 30) comprise only 5.7% of the sample, while those aged over 60 make up 9.4%. These figures may point to a possible shortage of younger individuals entering the profession, as well as a decline in participation among older drivers – potentially due to physical limitations or retirement.

In terms of educational attainment, the majority of tricycle drivers are high school graduates (50.1%), followed by elementary school graduates (31.1%). Only 16.0% have reached the college level. This suggests that most of the workforce has a secondary education background, with a relatively small portion having pursued higher education. This educational profile is particularly relevant, as it may influence the drivers' exposure to and comprehension of legal rights. Lower levels of formal education could affect their knowledge, awareness, and understanding of constitutional rights, as well as their overall legal literacy.

Furthermore, a significant proportion of respondents have considerable experience in the profession. Specifically, 43.6% have been driving tricycles for 1 to 10 years, while 42.5% have 11 to 20 years of experience. Only 10.3% have over 20 years of experience, which could suggest early retirement or reduced work hours due to health or socio-economic constraints. This experience distribution may also impact their exposure to legal issues and, consequently, their understanding of legal rights.

Table 1.

Attributes of the Participants according to Age, Educational Attainment, Years of Experience, and Daily Net Income of Professional Tricycle Drivers

Demographics		Frequency (N=351)	Percent
Age of Participants	21 to 30	20	5.7 %
	31 to 40	106	30.2 %
	41 to 50	114	32.5 %
	51 to 60	78	22.2 %
	over 60	33	9.4 %
Educational Attainment	Elementary level	109	31.1 %
	High School level	176	50.1 %
	Vocational level	10	2.8 %
	College level	56	16.0 %
Years of Experience as Tricycle Driver	1 to 10	153	43.6 %
	11 to 20	149	42.5 %
	21 to 30	36	10.3 %
	31 to 40	11	3.1 %
	41 to 50	2	0.6 %
Daily Net Income	less than P250	6	1.7 %
	P251 to P500	163	46.4 %
	P501 to P750	167	47.6 %
	P751 to P1,000	12	3.4 %
	P1,001 to P1,250	2	0.6 %
	P1,251 to P1,500	1	0.3 %

In terms of income, nearly half of the respondents (47.6%) earn between ₱501 and ₱750 per day, while 46.4% earn between ₱251 and ₱500. A small minority (3.4%) earn between ₱751 and ₱1,000. These modest income levels indicate limited financial security, which may in turn restrict access to legal education and resources – further influencing their level of legal literacy.

B. Primary Sources of Information of Constitutional Rights among Professional Tricycle Drivers

Table 2 presents the platforms through which professional tricycle drivers acquire knowledge about their legal entitlements, highlighting the potential impact these sources have on their legal literacy. Facebook emerges as the predominant source of information on constitutional rights, with 69.5% of tricycle drivers relying on it to access legal knowledge.

This high usage can be attributed to Facebook's accessibility, popularity, and user-friendly interface. As a leading social media platform, Facebook serves as a space where individuals share news, personal experiences, and even legal updates. However, the informal nature of the platform raises concerns about the accuracy of the information disseminated. While legal discussions frequently occur on Facebook, the risk of

misinformation may limit the effectiveness of the legal literacy acquired through this source.

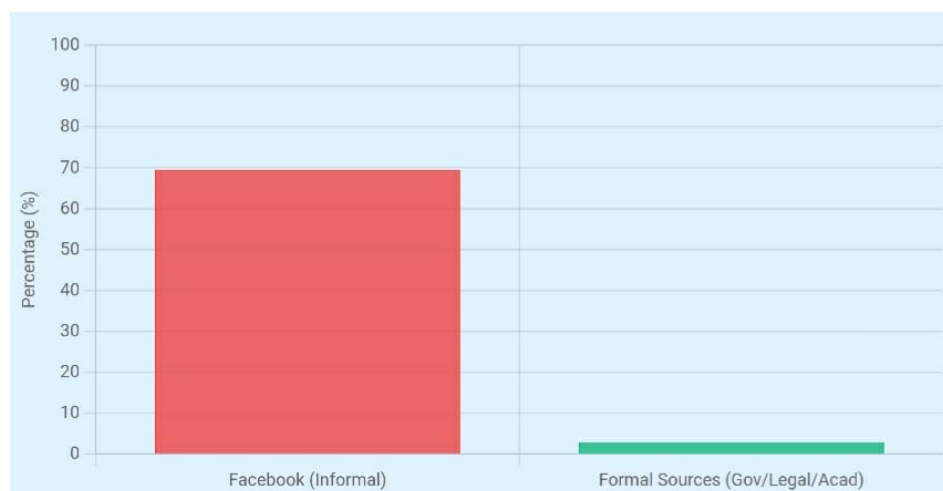
Table 2.

Descriptive Statistics on Sources of Constitutional Rights

Source of Information	Frequency	Percentage
Facebook	244	69.5 %
TV News	189	53.8 %
YouTube	105	29.9 %
Newspaper	21	6.0 %
Discussion with peers or colleagues or community groups	20	5.7 %
Online news platform	19	5.4 %
Books or other printed resources on constitutional law	5	1.4 %
Official Government Website - Government Publications	4	1.1 %
Legal Advice from Lawyers	4	1.1 %
Academic publications or law journals	2	0.6 %

Figure 1.

Comparison of drivers' primary reliance on Facebook versus combined formal legal information channels.



B. Level of Knowledge of Constitutional Rights among Professional Tricycle Drivers

The study assessed the constitutional literacy of professional tricycle drivers, specifically their knowledge of constitutional rights. The overall results indicated a high level of knowledge among respondents, with a grand mean score of $M = 3.65$ and a standard deviation of $SD = 0.629$, corresponding to the qualitative descriptor "High."

This suggests that, in general, respondents demonstrated a substantial understanding of their constitutional rights.

Among the individual items assessed, the highest mean score was observed for Statement 2: *"I am aware of the legal age needed to vote and how to use that right,"* which yielded a mean of $M = 4.29$ ($SD = 0.793$), classified under "Agree." This indicates that the right to vote was the most well-known constitutional right among the tricycle drivers.

In contrast, the lowest mean score was recorded for Statement 6: *"I know that I can exercise my right to peacefully assemble if I wish to protest,"* with a mean of $M = 3.12$ ($SD = 0.858$), corresponding to "Neutral/Uncertain." Similarly, Statement 4: *"I have the right to be informed of any charges against me if I am arrested,"* had a mean score of $M = 3.17$ ($SD = 0.917$), also categorized as "Neutral/Uncertain."

Table 3.

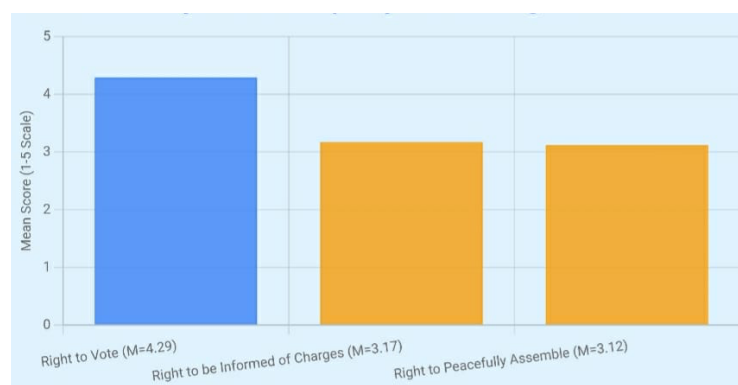
Descriptive Statistics on the Level of Knowledge of Professional Tricycle Drivers

Statements	Mean	SD	Interpretation
1. I know that I am entitled to equal protection under the law, regardless of my occupation.	4.10	0.836	Agree
2. I know the legal age required for voting and how to exercise that right.	4.29	0.793	Agree
3. I understand my rights when interacting with law enforcement officers.	3.60	0.738	Agree
4. I know that I have the right to be informed of any charges against me if I am arrested.	3.17	0.917	Neutral/Uncertain
5. I know that I can file a complaint against any government official who violates my rights.	3.36	0.972	Neutral/Uncertain
6. I know that I can exercise my right to peacefully assemble if I wish to protest.	3.12	0.858	Neutral/Uncertain
7. I know that I have the right to remain silent if I am arrested or detained.	3.46	0.699	Neutral/Uncertain
8. I understand my rights when interacting with law enforcement officers.	3.36	0.78	Neutral/Uncertain
9. I know that I have the right to peacefully assemble and express my views in public.	3.46	1.173	Neutral/Uncertain
Level of Knowledge	3.65	0.629	QD = High

These results show variation in the levels of knowledge across different constitutional rights. While certain rights, such as the right to vote, are well understood, other procedural and civil rights—particularly those related to protest and arrest—are less familiar to respondents.

Figure 2.

Mean knowledge scores illustrating the gap between high-visibility civic rights and critical procedural safeguards (M=1-5).



C. Level of Awareness of Constitutional Rights among Professional Tricycle Drivers

The analysis of professional tricycle drivers' awareness of their constitutional rights revealed varying levels of self-reported awareness across different statements as shown in Table 4. The overall average level of awareness was recorded at $M = 3.65$ ($SD = 0.629$), corresponding to a qualitative interpretation of "High."

Table 4.

Descriptive Statistics on the Level of Awareness of Professional Tricycle Drivers

Statements	Mean	SD	Interpretation
1. I am aware that the Constitution guarantees the right to life, liberty, and property.	4.00	1.122	Agree
2. I am aware about the right to fair treatment in the workplace as guaranteed by the Constitution.	4.10	0.886	Agree
3. I am aware that the Constitution protects my right to earn a living, and this includes my work as a tricycle driver.	3.83	0.824	Agree
4. I am familiar with the laws that protect professional tricycle drivers from exploitation or abuse.	3.32	0.756	Neutral/Uncertain
5. I have been informed about my rights to safe working conditions as guaranteed by the Constitution.	3.49	0.74	Neutral/Uncertain
6. I am aware about the importance of the right to access government services and public information.	3.34	0.805	Neutral/Uncertain
7. I am familiar about the role of the government in protecting my rights as a citizen.	3.57	0.894	Agree
8. I have encountered situations where my constitutional rights as a citizen were either violated or protected, and I know how to address these situations.	3.13	0.786	Neutral/Uncertain
9. I believe that my knowledge of my constitutional rights influences how I behave and make decisions in my daily life.	4.13	0.833	Agree
10. I feel confident in my ability to assert my constitutional rights, if necessary, in situations related to my work as a professional tricycle driver.	3.63	1.315	Agree
Level of Knowledge	3.65	0.629	QD = High

The highest mean score was observed for the statement, “I believe that my knowledge of my constitutional rights influences how I behave and make decisions in my daily life,” which yielded a mean of $M = 4.13$ ($SD = 0.833$). This suggests that respondents generally perceive their awareness of constitutional rights as influential in their day-to-day decisions and actions.

Conversely, the lowest mean score was recorded for the statement, “I am familiar with the laws that protect professional tricycle drivers from exploitation or abuse,” with a mean of $M = 3.32$ ($SD = 0.756$). This indicates a comparatively lower level of awareness regarding legal protections specific to their profession. These results reflect a pattern in which general awareness of constitutional rights is relatively high among respondents, while knowledge of more occupation-specific legal protections appears to be more limited.

D. Level of Perceived Understanding of Constitutional Rights among Professional Tricycle Drivers

The study also assessed the respondents’ perceived understanding of their constitutional rights using a series of statements rated on a Likert scale as shown in Table 5. The overall mean score for the level of understanding was $M = 4.36$ with a standard deviation of $SD = 0.312$, which falls under the qualitative descriptor “High.”

Table 5.

Descriptive Statistics on the Perceived Understanding of Professional Tricycle Drivers

Statements	Mean	SD	Interpretation
1. I believe my educational background plays a significant role in how well I understand constitutional rights.	4.58	0.641	Strongly Agree
2. I think my income level affects how well I understand and exercise my constitutional rights.	2.77	1.448	Neutral/Uncertain
3. I think that improving education about constitutional rights should be a priority for schools and communities.	4.63	0.701	Strongly Agree
4. I feel that legal literacy initiatives can reduce exploitation.	4.30	0.659	Agree
5. I believe enhancing legal knowledge can lead to better security.	4.70	0.482	Strongly Agree
6. I think awareness of rights can lead to better treatment from authorities.	4.70	0.477	Strongly Agree
7. I prefer legal information to be provided in my native language.	4.81	0.441	Strongly Agree
Level of Understanding	4.36	0.312	QD = High

Among the individual items, the highest mean was recorded for the statement, “I prefer legal information to be provided in my native language,” with a mean score of $M = 4.81$ ($SD = 0.441$). This was closely followed by two other statements: “I believe enhancing legal knowledge can lead to better security” and “I think awareness of rights can lead to better treatment from authorities,” both receiving mean scores of $M = 4.70$, with standard deviations of $SD = 0.482$ and $SD = 0.477$, respectively. These results suggest a strong perceived link between legal literacy, safety, and effective interaction with authorities.

Another statement with a notably high rating was “*I think that improving education about constitutional rights should be a priority for schools and communities,*” which had a mean of $M = 4.63$ ($SD = 0.701$). Similarly, the statement “*I believe my educational background plays a significant role in how well I understand constitutional rights*” was rated highly, with a mean of $M = 4.58$ ($SD = 0.641$).

The lowest mean score was observed for the statement, “*I think my income level affects how well I understand and exercise my constitutional rights,*” which yielded a mean of $M = 2.77$ with a relatively high standard deviation of $SD = 1.448$. This indicates a neutral or uncertain response and a wider variation in perceptions among the respondents regarding the impact of income on legal understanding.

Overall, the data reflect a high level of perceived understanding of constitutional rights among professional tricycle drivers, with particularly strong agreement on the importance of accessible legal education and the role of language in enhancing legal comprehension.

E. Significant Difference on the Level of Awareness, Knowledge, and Understanding when grouped according to Demographic Profiles

The study examined whether there were significant differences in the levels of awareness, knowledge, and understanding of constitutional rights among professional tricycle drivers when grouped according to age. Table 6 presents the descriptive statistics and ANOVA that were used to analyze the data.

For awareness, participants aged 21 to 30 had the highest mean score ($M = 3.78$, $SD = 0.457$), followed by those over 60 years old ($M = 3.68$, $SD = 0.527$). The lowest mean score was observed in the 41 to 50 age group ($M = 3.49$, $SD = 0.647$). Despite these variations, the ANOVA yielded an F-value of 1.289 and a p-value of 0.274, which is above the 0.05 threshold. Thus, no statistically significant difference was found in the level of awareness across age groups.

For knowledge, the highest mean score was found in the 21 to 30 age group ($M = 3.77$, $SD = 0.452$), while the lowest was in the 31 to 40 group ($M = 3.57$, $SD = 0.686$). The computed F-value was 0.970 with a p-value of 0.424, indicating no significant difference in knowledge levels based on age.

In terms of understanding, participants aged 41 to 50 recorded the highest mean ($M = 4.40$, $SD = 0.300$), whereas those aged 51 to 60 had the lowest ($M = 4.30$, $SD = 0.291$). The ANOVA for understanding produced an F-value of 1.621 and a p-value of 0.168, also exceeding the 0.05 significance level.

In summary, the results show that age did not have a statistically significant effect on the levels of awareness, knowledge, or understanding of constitutional rights among professional tricycle drivers in Cauayan City. All three null hypotheses were accepted.

Furthermore, the study also investigated whether there were significant differences in the levels of awareness, knowledge, and understanding of constitutional rights among professional tricycle drivers when grouped according to educational attainment. Descriptive statistics and ANOVA, shown in Table 7, were conducted to determine the effects of education on legal literacy.

Table 6.

Significant Difference on the Level of Awareness, Knowledge, and Understanding when grouped according to Age

	Age of Participants	N	Mean	SD	QD	F	df1	df2	p
<i>Level of Awareness</i>	21 to 30	20	3.78	0.457	High	1.289	4	346	0.27
	31 to 40	106	3.52	0.672	High				
	41 to 50	114	3.49	0.647	Average				
	51 to 60	78	3.55	0.589	High				
	over 60	33	3.68	0.527	High				
<i>Level of Knowledge</i>	21 to 30	20	3.77	0.452	High	0.97	4	346	0.42
	31 to 40	106	3.57	0.686	High				
	41 to 50	114	3.64	0.64	High				
	51 to 60	78	3.7	0.601	High				
	over 60	33	3.76	0.545	High				
<i>Level of Understanding</i>	21 to 30	20	4.26	0.239	High	1.621	4	346	0.17
	31 to 40	106	4.36	0.357	High				
	41 to 50	114	4.4	0.3	High				
	51 to 60	78	4.3	0.291	High				
	over 60	33	4.38	0.267	High				

*significant at $p=0.05$

For awareness, respondents with a college-level education had the highest mean score ($M = 3.97$, $SD = 0.464$), followed by those with vocational education ($M = 3.66$, $SD = 0.365$). The lowest mean was found among respondents with only elementary education ($M = 3.42$, $SD = 0.651$). The ANOVA results revealed a statistically significant difference across groups, with an F-value of 9.47 and a p-value less than 0.001 ($p < .001$), indicating that educational attainment significantly affected the level of awareness.

For knowledge, respondents with a college-level education again had the highest mean score ($M = 3.89$, $SD = 0.443$), while those with high school education recorded the lowest ($M = 3.58$, $SD = 0.653$). The ANOVA results showed a statistically significant difference, with an F-value of 4.00 and a p-value of 0.003, confirming that knowledge of constitutional rights varied significantly according to educational attainment.

Similarly, for understanding, respondents with college education had the highest mean score ($M = 4.43$, $SD = 0.376$), while vocational graduates had the lowest ($M = 4.29$, $SD = 0.344$). The ANOVA yielded an F-value of 3.19 and a p-value of 0.014, which is below the 0.05 significance level, indicating a significant difference in the level of understanding across education groups.

The findings indicate that educational attainment had a statistically significant effect on all three dimensions of legal literacy, i.e., awareness, knowledge, and understanding, among professional tricycle drivers in Cauayan City. Respondents with higher educational backgrounds demonstrated higher levels of legal literacy across all categories.

Table 7.

Significant Difference on the Level of Awareness, Knowledge, and Understanding when grouped according to Educational Attainment

	Educational Attainment	N	Mean	SD	QD	F	df1	df2	p
<i>Level of Awareness</i>	Elementary level	109	3.42	0.651	Average	9.47	4	346	< .001*
	High School level	176	3.48	0.608	Average				
	Vocational level	10	3.66	0.365	High				
	College level	56	3.97	0.464	High				
<i>Level of Knowledge</i>	Elementary level	109	3.64	0.664	High	4	4	346	0.003*
	High School level	176	3.58	0.653	High				
	Vocational level	10	3.78	0.361	High				
	College level	56	3.89	0.443	High				
<i>Level of Understanding</i>	Elementary level	109	4.36	0.282	High	3.19	4	346	0.014*
	High School level	176	4.33	0.305	High				
	Vocational level	10	4.29	0.344	High				
	College level	56	4.43	0.376	High				

*significant at $p=0.05$

The study also analyzed whether years of experience as a professional tricycle driver had a significant effect on the respondents' levels of awareness, knowledge, and understanding of constitutional rights.

As shown in Table 8, for awareness, the results showed statistically significant differences among experience groups. Respondents with 41 to 50 years of experience had the highest mean score ($M = 3.78$, $SD = 1.259$), followed by those with 31 to 40 years ($M = 3.72$, $SD = 0.404$) and 1 to 10 years ($M = 3.60$, $SD = 0.634$). The lowest mean was observed in the 21 to 30 years group ($M = 3.46$, $SD = 0.633$). The ANOVA yielded an F-value of 11.88 with a p-value less than 0.001 ($p < .001$), indicating a statistically significant difference. Therefore, the null hypothesis was rejected in favor of the alternative hypothesis.

Regarding knowledge, mean scores ranged from $M = 3.50$ ($SD = 0.424$) for the 41 to 50 years group to $M = 3.71$ ($SD = 0.365$) for those with 31 to 40 years of experience. The ANOVA produced an F-value of 3.63 and a p-value of 0.013, which is below the 0.05 threshold for significance. As a result, the null hypothesis (H_{04}) was also rejected, indicating that years of experience significantly influenced the level of knowledge about constitutional rights.

For understanding, the highest mean score was recorded among those with 41 to 50 years of experience ($M = 4.71$, $SD = 0.403$), and the lowest among those with 31 to 40 years ($M = 4.21$, $SD = 0.186$). Despite these differences, the ANOVA yielded an F-value of 1.58 with a p-value of 0.195, which exceeds the 0.05 significance level. Thus, the null hypothesis was retained, indicating no statistically significant difference in the level of understanding of constitutional rights based on years of experience.

Table 8.

Significant Difference on the Level of Awareness, Knowledge, and Understanding when grouped according to Years of Experience

	Years of Experience as Tricycle Driver	N	Mean	SD	QD	F	df1	df2	p
<i>Level of Awareness</i>	1 to 10	153	3.6	0.634	High	11.88	3	347	< .001*
	11 to 20	149	3.5	0.617	Average				
	21 to 30	36	3.46	0.633	Average				
	31 to 40	11	3.72	0.404	High				
	41 to 50	2	3.78	1.259	High				
<i>Level of Knowledge</i>	1 to 10	153	3.64	0.611	High	3.63	3	347	0.013*
	11 to 20	149	3.66	0.667	High				
	21 to 30	36	3.67	0.636	High				
	31 to 40	11	3.71	0.365	High				
	41 to 50	2	3.5	0.424	Average				
<i>Level of Understanding</i>	1 to 10	153	4.33	0.328	High	1.58	3	347	0.195
	11 to 20	149	4.39	0.301	High				
	21 to 30	36	4.37	0.293	High				
	31 to 40	11	4.21	0.186	High				
	41 to 50	2	4.71	0.403	Very High				

*significant at $p=0.05$

Lastly, the study examined whether there were significant differences in the levels of awareness, knowledge, and understanding of constitutional rights among professional tricycle drivers when grouped according to their daily net income. Descriptive statistics and ANOVA were also used to analyze the data as presented in Table 9.

For awareness, a statistically significant difference was found across income groups, with an F-value of 2.402 and a p-value of 0.050, meeting the conventional threshold for significance. The highest mean score was observed among respondents earning between ₱751 and ₱1,000 daily ($M = 4.02$, $SD = 0.275$), while the lowest was among those earning between ₱501 and ₱750 ($M = 3.50$, $SD = 0.673$). These results led to the rejection of the null hypothesis and acceptance of the alternative hypothesis, indicating that daily income significantly influenced the level of awareness of constitutional rights.

In contrast, the analysis of knowledge revealed no statistically significant differences among income groups. The F-value was 0.705, and the p-value was 0.589, which exceeds the 0.05 significance threshold. The mean scores ranged from $M = 3.50$ to $M = 3.89$, all classified under the "High" category. Accordingly, the null hypothesis was accepted, suggesting that income level did not significantly affect the respondents' knowledge of constitutional rights.

Similarly, for understanding, no significant difference was observed. The ANOVA produced an F-value of 1.021 and a p-value of 0.396, also greater than 0.05. Mean scores

ranged from $M = 4.14$ to $M = 4.44$, with all respondents across income brackets demonstrating a “High” level of understanding. Thus, the null hypothesis was likewise retained.

Table 9.

Significant Difference on the Level of Awareness, Knowledge, and Understanding when grouped according to Daily Net Income

	Daily Net Income	N	Mean	SD		F	df1	df2	p
<i>Level of Awareness</i>	less than P250	6	3.83	0.545	High	2.402	4	346	0.05*
	P251 to P500	163	3.55	0.584	High				
	P501 to P750	167	3.5	0.673	Average				
	P751 to P1,000	12	4.02	0.275	High				
	over P1,000	3	3.74	0.127	High				
<i>Level of Knowledge</i>	less than P250	6	3.75	0.437	High	0.705	4	346	0.589
	P251 to P500	163	3.67	0.606	High				
	P501 to P750	167	3.61	0.673	High				
	P751 to P1,000	12	3.89	0.37	High				
	over P1,000	3	3.8	0.436	High				
<i>Level of Understanding</i>	less than P250	6	4.14	0.443	High	1.021	4	346	0.396
	P251 to P500	163	4.35	0.301	High				
	P501 to P750	167	4.36	0.315	High				
	P751 to P1,000	12	4.44	0.3	High				
	over P1,000	3	4.43	0.514	High				

*significant at $p=0.05$

F. Relationship among Awareness, Knowledge, and Understanding of Constitutional Rights

Table 10 shows a Pearson correlation analysis that was conducted to examine the relationships among the levels of awareness, knowledge, and understanding of constitutional rights among professional tricycle drivers. The results revealed a strong positive correlation between level of awareness and level of knowledge ($r = 0.826$, $p < .001$), indicating a statistically significant relationship. This suggests that as awareness increases, knowledge tends to increase as well.

Conversely, the level of understanding was found to have a negative correlation with both level of awareness ($r = -0.324$, $p < .001$) and level of knowledge ($r = -0.361$, $p < .001$). Both correlations were statistically significant. These results indicate that while awareness and knowledge are strongly and positively correlated, understanding of constitutional rights is negatively associated with both awareness and knowledge within the respondent group.

Table 10.

Correlation Matrix showing the Relationship among Awareness, Knowledge, and Understanding of Constitutional Rights

		Level of Awareness	Level of Knowledge	Level of Understanding
<i>Level of Awareness</i>	Pearson's r	—		
	df	—		
	p-value	—		
<i>Level of Knowledge</i>	Pearson's r	0.826	—	
	df	349	—	
	p-value	< .001*	—	
<i>Level of Understanding</i>	Pearson's r	-0.324	-0.361	—
	df	349	349	—
	p-value	< .001*	< .001*	—

*significant at p=0.05

IV. DISCUSSION

A central finding regarding the sources of legal information for professional tricycle drivers in Cauayan City is the overwhelming reliance on social media, specifically Facebook. A substantial majority, 69.5% of respondents, identified Facebook as their primary medium for accessing legal information. This underscores the pervasive reach of digital social platforms in contemporary society, extending even to the dissemination of critical knowledge concerning fundamental rights (Ogunsan, 2025; Ogunsan & Johnson, 2025). For populations like tricycle drivers, who may have demanding work schedules and limited engagement with traditional media or formal institutions, the accessibility and ubiquity of platforms like Facebook make them default information hubs.

However, this reliance introduces significant concerns. While Facebook provides unparalleled ease of access and broad dissemination potential, it functions primarily as an informal, user-driven content environment (Ogunsan, 2025; Ogunsan & Johnson, 2025). Legal information shared on such platforms often lacks rigorous vetting, editorial oversight, or verification by qualified legal experts. Consequently, there is a considerable risk of exposure to misinformation, inaccurate interpretations of law, or incomplete guidance. Actions taken based on such flawed information could inadvertently lead to negative legal consequences or a failure to effectively assert one's rights. The very accessibility that makes Facebook appealing simultaneously renders it a potentially unreliable source for complex legal knowledge (Ogunsan, 2025; Ogunsan & Johnson, 2025). Unlike knowledge acquired through formal education, this information-seeking behavior likely fosters a legal knowledge base skewed toward sensationalized or oversimplified interpretations, fundamentally hindering the development of a robust, nuanced understanding necessary for meaningful application of rights.

In contrast, the data revealed that only a marginal fraction of the surveyed tricycle drivers consult government publications (1.1%), seek advice from legal professionals (1.1%), or refer to academic journals (0.6%). This pattern highlights a profound disconnect between this occupational group and the established channels for disseminating verified legal information. The significant underutilization of formal sources suggests the presence of systemic barriers that hinder access. Financial constraints may prevent drivers from seeking paid legal advice (Bellsmith et al., 2022; Gomez, 2021). Long working hours make it difficult to visit government offices or libraries (Saccomano, 2020). Legal documents, often couched in complex language, may be intimidating and difficult to comprehend without specialized training (Dunlap, 2014). Additionally, there may be limited awareness about the existence or relevance of these formal resources, compounded by accessibility issues linked to the physical location of legal aid centers (Saccomano, 2020). These factors collectively suggest that the formal legal information system is not effectively reaching or serving this demographic, leaving an informational void that is filled largely by informal digital sources.

This information-seeking behavior, i.e., heavy reliance on potentially unreliable social media coupled with negligible use of formal channels, has profound implications for the overall state of legal literacy among tricycle drivers. It likely contributes to a legal knowledge base that is fragmented, possibly inaccurate, and skewed toward sensationalized or oversimplified legal content frequently found on social media (Ogunsan, 2025; Ogunsan & Johnson, 2025). As a result, the development of a robust, nuanced understanding of rights and procedures is hindered. This contextual understanding is essential for interpreting the findings on awareness, knowledge, and understanding discussed in the subsequent sections, as the quality and nature of information sources inevitably influence the depth and accuracy of the knowledge acquired.

The study assessed three dimensions of legal literacy among tricycle drivers: awareness (recognition of rights), knowledge (factual recall), and perceived understanding (self-assessed comprehension). These dimensions are well-established indicators in legal awareness literature (Kutschinsky, as cited in Soekanto, 1982, and Ali, 2009; Soekanto, 2015; Hidayat et al., 2020). Findings indicate generally high levels for all three. Both awareness and knowledge scored a grand mean of 3.65 (SD = 0.629), while perceived understanding was notably higher at 4.36 (SD = 0.312).

While overall scores were relatively high, variations were observed across different rights. The highest knowledge score was associated with the right to vote ($M = 4.29$), reflecting its visibility in public discourse and civic campaigns. High awareness of fundamental rights such as life, liberty, and property also aligns with this pattern. These results suggest that legal literacy is strongest for rights consistently emphasized in public information and civic processes (Grossi, 2023; Sunderlin & Caminker, 2024). However, knowledge of civil liberties and procedural safeguards – such as the right to be informed of charges ($M = 3.17$) and the right to peacefully assemble ($M = 3.12$) – was significantly lower. Awareness of occupational rights, including safe working conditions ($M = 3.49$) and protection from abuse ($M = 3.32$), was also limited. These findings are particularly

troubling given the informal and often precarious nature of tricycle drivers' work (Saccomano, 2020; Barrientos & Kabeer, 2002).

The high score for perceived understanding ($M = 4.36$) warrants further scrutiny. Respondents strongly agreed that legal information should be in their native language ($M = 4.81$), emphasizing the importance of linguistic accessibility (Fred & Olamidemeji, 2025). They also linked legal literacy to personal safety and protection from exploitation (Kuteesa et al., 2024; Febrianty et al., 2025). While this indicates a strong appreciation of the value of legal knowledge, the contrast between high perceived understanding and gaps in actual knowledge may suggest that self-assessed comprehension reflects aspiration rather than depth of understanding (Pleasence et al., 2015).

The correlation analysis adds another layer of complexity. Awareness and knowledge were strongly positively correlated ($r = 0.826$, $p < .001$), supporting the idea that these components develop concurrently (Kutschinsky, as cited in Soekanto, 1982, and Ali, 2009; Soekanto, 2015; Hidayat et al., 2020; Szilágyi, 2022; Leo & Bunga, 2024). Surprisingly, understanding was negatively correlated with both awareness ($r = -0.324$) and knowledge ($r = -0.361$), suggesting a Dunning-Kruger effect, where those with less knowledge overestimate their understanding while those with more knowledge become more aware of the subject's complexity (Pleasence et al., 2015). This paradox indicates that perceived understanding may not be a reliable measure of actual legal competence and highlights the need for educational strategies that promote deeper comprehension.

More robustly, this paradox should be interpreted using the framework of Legal Consciousness (Ewick & Silbey, 1998). The high perceived understanding ($M=4.36$) likely reflects a strong sense of legal efficacy rooted in the drivers' daily encounters with the law, rather than formal legal concepts. Their legal consciousness emerges in two interconnected ways. First, it often forms against the law, where they perceive legal institutions as sources of burden or oppression, such as through arbitrary fines or experiences of harassment. At the same time, it also develops with the law, as they learn how to navigate everyday rules through informal negotiation, strategic compliance, or familiarity with routine traffic regulations.

This situational, "street-smart" legal consciousness grants them high confidence in their ability to cope (high perceived understanding), but it does not equip them with the formal, textbook procedural knowledge needed to effectively assert their constitutional rights in a formal setting. The negative correlation thus highlights the difference between lived experience and legal doctrine.

Demographic factors also shaped legal literacy in distinct ways. Age had no significant effect on any component, suggesting that experience alone does not necessarily enhance legal literacy, especially in the absence of structured learning opportunities (Sanchez-Danday & Danday, 2019; Pleasence et al., 2015). In contrast, educational attainment was a strong predictor across all dimensions, affirming the pivotal role of formal education in fostering legal awareness and understanding (Febrianty et al., 2025; Denvir et al., 2012; Erten & Keskin, 2021; Pleasence et al., 2015; Leo & Bunga, 2024; Hidayat et al., 2020; Eberwein, 2010; De Guzman et al., 2017; Denvir et al., 2011). Years of experience were positively associated with awareness and knowledge but not with understanding, suggesting that practical exposure enhances familiarity but not

necessarily conceptual grasp (Paloniemi, 2006; Hirsh & Lyons, 2024). Income level showed a significant association only with awareness ($p = 0.05$), possibly reflecting better access to information among higher earners, but it did not significantly impact knowledge or understanding (Bellsmith et al., 2022; Gomez, 2021; Fred & Olamidemeji, 2025; Kuteesa et al., 2024; Öngören, 2024; Erten & Keskin, 2021).

These findings collectively show the layered and often contradictory nature of legal literacy in marginalized sectors like the informal transport industry. While awareness and knowledge are moderately high, true understanding lags behind, emphasizing the need for targeted, accessible, and linguistically appropriate legal education that goes beyond awareness-raising to foster meaningful application of legal rights in which interventions must leverage the same digital channels that drivers rely on while grounding content in verified legal expertise. First, implement interactive, mobile-based legal literacy modules integrated into Facebook Messenger or other widely used apps, using gamification and scenario-based quizzes to reinforce understanding of underrecognized rights, such as occupational protections and procedural safeguards. Second, deploy micro-legal clinics at tricycle terminals during peak idle hours, pairing brief in-person guidance with QR codes linking to official resources for continuous self-study. Third, use adaptive learning algorithms to track drivers' quiz performance and dynamically prioritize content for rights where knowledge gaps are greatest, creating a data-driven, personalized legal education experience. Finally, establish peer-led "legal literacy champions" within tricycle cooperatives to facilitate knowledge exchange and reinforce correct legal practices, combining social trust with authoritative information.

V. CONCLUSION

This study explored the legal literacy of professional tricycle drivers in Cauayan City, Isabela, focusing on their awareness, knowledge, and understanding of constitutional rights. By examining key demographic variables such as age, educational attainment, years of experience, and daily net income, the study sought to identify patterns and significant differences that could inform targeted interventions and policy development.

The findings revealed that while most respondents displayed a relatively high level of awareness and knowledge, their understanding of legal principles, particularly procedural rights and occupation-specific protections, remained limited. A significant insight from the study was the predominance of Facebook and other social media platforms as the primary sources of legal information. These platforms, though accessible and widely used, often provide fragmented or oversimplified legal content, contributing to superficial awareness without deeper comprehension. Meanwhile, more accurate and authoritative sources, such as academic publications, law journals, and official government resources, were seldom accessed, underscoring the gap between formal legal education and practical legal learning among marginalized workers.

Moreover, the study identified a notable absence of structured legal education initiatives from local government units. Despite their responsibility in promoting civic and legal awareness, local institutions have yet to implement inclusive, community-based programs aimed at increasing legal literacy among tricycle drivers. The

combination of limited institutional support, the use of inaccessible legal language, and the rapidly evolving nature of laws has further complicated the ability of low-income workers to fully grasp their constitutional rights.

Overall, this research emphasized both the potential and the limitations of existing legal knowledge dissemination among informal workers. It underscores the urgent need for accessible, context-sensitive, and language-appropriate legal education tailored to the lived experiences of marginalized groups. Bridging the gap between awareness and meaningful understanding of legal rights necessitates a multi-faceted, evidence-based strategy. To this end, government agencies should spearhead community-centered legal literacy initiatives that leverage social media as a primary dissemination platform, thereby combining accessibility with accurate, expert-verified guidance. Complementary tools such as interactive mobile applications, periodic digital workshops, and targeted campaigns in the local language can offer real-time clarification of procedural and occupation-specific rights, ensuring that legal knowledge is both actionable and contextually relevant.

Furthermore, strategic partnerships with educational institutions and non-governmental organizations can facilitate the development of modular, literacy-level-sensitive training programs. By incorporating gamified learning and scenario-based exercises, these programs can deepen comprehension and foster practical application of legal principles. In addition, systematic monitoring of social media content for legal misinformation can enable authorities to anticipate and mitigate the spread of inaccurate guidance, thereby safeguarding the integrity of information consumed by informal workers. Collectively, these approaches promise to transform legal literacy from passive recognition of rights into active, confident, and competent navigation of legal systems.

Thus, future studies should investigate the long-term effects of digital legal literacy interventions, particularly regarding behavioral changes in rights assertion and legal compliance. Comparative research between urban and rural informal workers could clarify how contextual and infrastructural factors influence engagement with formal and informal information sources. Additionally, examining the role of peer networks, community leaders, and social media influencers in shaping legal knowledge could identify scalable strategies for targeted interventions, ultimately informing the design of more effective, context-sensitive legal literacy programs.

VI. DISCLOSURE STATEMENT

The author declares no conflict of interest.

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