

The Working Out-of-School Youth's Economic Contribution in Catubig, Northern Samar

Dr. Allena R. Fabiosa

Faculty, University of Eastern Philippines,
Pedro Rebadulla Memorial Campus, Catubig, Northern Samar, Philippines

ABSTRACT

This study on working out-of-school youth wanted to know the economic activities, economic contribution and to determine their role in in Catubig, Northern Samar. It aimed to determine the socio-demographic profile of the respondents, know the reasons why they quit/stopped from formal schooling; identify the economic activities they are engaged in; find out their economic contributions to the community; and draw implications from the findings of the study to community development. This study was conducted during the second semester of school year 2018-2019. It employed the descriptive method specifically the survey method of research. The respondents of this study were the working out-of-school youth in Catubig, Northern Samar of the total working out-of-school youth which is 116, the researcher involved 80 of them as respondents of this study. A researcher made survey questionnaire was used to gather data were analyzed statistically using frequency, count, ranking, and percentage computation. The findings revealed that out of 80 respondents, 34 or 42.5 percent were "young". Majority of the respondents were "male", 46 or 57.75 percent. Majority of them were "single", 79 or 95 percent. Majority of the respondents were "Roman Catholic". Majority of the respondents, 38 or 47.5 percent were "high school" graduates. As regards to the economic contributions of the working out-of-school youth, the following were revealed, earn income to support the family instead of being idle and dependent on parents, they are productive member in the community, and reduced the dependency burden of the barangay.

Keywords: economic contribution, working out-of-school youth, Northern Samar

1. INTRODUCTION

The Philippines has a large and rapidly increasing out-of-school youth population especially in the rural areas. Because of poverty, poor families are less able to send their children to school; hence their children will likely enter the labor force even before they are ready to work.

Every stage in our life as the youth encounter changes, they would be handling responsibility. It might be from the family or in the community, as s/he grows older more and more tasks are given to him/her.

The youth today in Catubig, Northern Samar are interested to continue their education specially those who graduated from high school. Others choose to work and some prefer not to go to school. They have a hard time looking for job considering their educational attainment. Besides most of the employers hire an applicant based on their educational attainment

Hence, this study on high unemployment and low income of parents. The youth at this stage may be forced to postpone their plans for higher education and instead seek to work to contribute to the household economy.

This study on working out-of-school youth and their economic contribution seeks to know the economic activities of out-of-school youth and to determine their role in Catubig

2. Objectives of the Study

This study was conducted to determine the working out-of-school youth economic contributions in Catubig, Northern Samar. Specifically, it aimed to:

1. know the demographic profile of the working out-of-school youth in terms of:
 - a. Age
 - b. Sex
 - c. Civil Status

- d. Religion
- e. Educational Attainment
- f. Monthly Income
- g. Parents' Monthly Income
- h. Parents' Source of Income

2. know the reasons why they quit/stopped from formal schooling;
3. identify the economic activities are they engage in;
4. find out their economic contributions to the community; and,
5. draw implications from the finding of the study to community development.

3. Methodology

This study was conducted in Catubig, Northern Samar. The respondents of this study are the identified working out-of-school youth in Catubig, Northern Samar. This research employed the descriptive survey research design, to describe carefully the economic contribution of working out-of-school youth in Catubig, Northern Samar. The research instrument used in gathering data to the working out-of-school youth was survey questionnaire.

4. Results and Discussion

A. Socio Demographic Profile

Age

Table 1 presents the distribution of the respondents according to age. It shows that out of the 80 respondents, 42.5 were "young" and 57.5 were "mature". The mature respondents was 24, the youngest was 14 years old with a mean age of 20 years old.

The data indicate that most of the respondents' were "mature" this implies that they are mature enough to work in order to earn a living for themselves and for the family.

The Copenhagen declaration and Program of Action underlined the centrality of youth employment to social development, both through poverty alleviation and social integration. It called for "developing and strengthening programs targeted at youth living in poverty in order to enhance their economic, educational, social, and cultural opportunities, to promote constructive social relations among them and to provide them with connections outside their communities to break the integration cycle of poverty." It also committed to "giving special Priority, in the design of policies, to the problems of structural, long-term unemployment and underemployment youth".

Table 1: Distribution of Respondents According to Age

| Age Bracket | Frequency | Percentage (%) |
|-------------|-----------|----------------|
| Young | 34 | 42.5 |
| Mature | 46 | 57.5 |
| Total | 80 | 100 |

Mean: 20

Sex

Table 2 presents the distribution of the respondents according to sex. As shown, out of the 80 respondents, 46 or 57.5 percent were "male"; 34 or 42.5 percent were "female".

The data indicates that majority are male working out-of-school youth. The finding of the study implies that most of the mature out-of-school youth population should be working in the public sphere. It is the tradition that males are to be good providers and bread winners and heads and guardian of the family. The Filipino woman seems to have heart set on being "feminine". Some of the components of feminism are the desire to get married, have children, subordinate yet equal, be seductive without being seduced, be beautiful, to be educated, and to be a companion to husband and a mother for her children.

Table 2: Distribution of Respondents According to Sex

| Sex | Frequency | Percentage (%) |
|--------|-----------|----------------|
| Male | 46 | 57.75 |
| Female | 34 | 42.5 |
| Male | 46 | 57.75 |

Civil Status

Table 3 presents the distribution of the respondents according to civil status. It shows that out of the 80 respondents, 79 or 95 percent were "single"; 1 or 1.25 percent was "married".

The findings indicate that majority of the respondents are single. Probably according to the editor of Netscapemendo not marry yet because of the following reasons: 1. They can have casual sex without marriage, something that is far more common today and accepted than in generations past. 2. By living with a girlfriend, they can enjoy all the benefits of a wife without having to say, "I do". This is a no-risk way to test the idea of marriage. 3. Men want to avoid the financial risks of divorce. What better way to do that than to not get married in the first place? 4. Since they don't have to worry about their biological clocks, men say they want to wait until they are older to have children. They really do not want to be pressured into marriage by a woman whose primary goal is to have kids. 5. Their greatest fear is that marriage will require too many changes, compromises and responsibilities. After all, it's a lot more fun to play poker with the boys all night long. 6. Men are romantics at heart. They believe in a soul mate, and they're willing to wait for her. What is a soul mate? Men define her as someone who accepts them just the way they are and does not want to

change them. These men don't want to settle for second-best. 7. There are very few social pressures to marry. While their dads were pressured by religion, employers or society to settle down and say "I do", men today are free from that. 8. Men are reluctant to marry a woman who already has children, primarily, to avoid competition and conflict with the children's biological father. 9. They want to become a homeowner before they become a husband. Being established financially is an important goal many men want to achieve before they marry. 10. Men want to enjoy the single life as long as possible, especially as they become accustomed to having their own space and routines and not being responsible to anyone else.

Table 3: Distribution of Respondents According to Civil Status

| Civil Status | Frequency | Percentage (%) |
|--------------|-----------|----------------|
| Single | 79 | 95 |
| Married | 1 | 1.25 |
| Total | 80 | 100 |

Religion

Table 4 presents the distribution of the respondents according to religion. It shows that out of 80 respondents, 78 or 97 percent were "Roman Catholic"; 2 or 2.5 percent were "Non-Catholic".

The day may imply that Philippines was colonized by the Spaniards who spread Christianity and Roman Catholicism, so that most of the respondents are Roman Catholic, is the most common religion in the country. In fact, it is the most common religion in the country.

Table 4: Distribution of Respondents According to Religion

| Religion | Frequency | Percentage (%) |
|----------------|-----------|----------------|
| Roman Catholic | 78 | 97.5 |
| Non-Catholic | 2 | 2.5 |
| Total | 80 | 100 |

Educational Attainment

Table 5 presents the distribution of the respondents according to educational attainment. It shows that out of the 80 respondents, 11 or 13.75 reached the elementary level; 2 or 2.5 were elementary graduates; 21 or 26.25 reached the secondary level; 38 or 47.5 were reached high school graduate; college level 8 or 10 percent.

The findings indicate that majority of the respondents were secondary graduate. This means that some of the respondents cannot pursue higher education because of their family's low income. With the low income they need to work and help the family in its basic needs.

Table 5: Distribution of Respondents According to Educational Attainment

| Educational Attainment | Frequency | Percentage (%) |
|------------------------|-----------|----------------|
| Elementary Level | 11 | 13.75 |
| Elementary Graduate | 2 | 2.5 |
| Secondary Level | 21 | 26.25 |
| Secondary Graduate | 38 | 47.5 |
| Vocational Level | 0 | 0 |
| College Level | 8 | 10 |
| Total | 80 | 100 |

Monthly Salary

Table 6 presents the distribution of the respondents according to monthly income. It shows that out of 80

respondents, 64 or 80 percent were below the mean and only 16 or 20 percent were above the mean.

The findings indicate that majority of the respondents daily wage earners were below the minimum wage described by the Department of Labor and Employment.

There are various program which seek to equip young people with employable skills: developing innovative models that equip young people to work or to be entrepreneurial in economic growth sectors, expanding youth employment models that work, and providing youth with vocational training, entrepreneurship, ICT, and alternative learning opportunities.

Table 6: Distribution of Respondents According to Computed Mean Monthly Salary

| Monthly Salary | Frequencies | Percentages (%) |
|----------------|-------------|-----------------|
| Below the mean | 64 | 80 |
| Above the mean | 16 | 20 |
| Total | 80 | 100 |

Mean: 5746

Parents Monthly Income

Table 7 presents the distribution of the respondents according to parents' monthly income. It shows that out 80 respondents, 56 or 70 percent were below the mean and only 24 or 30 percent were the above the mean were 24 or 30 percent.

The findings of this study indicate that majority of the respondents' parents monthly incomes were low and below poverty threshold level. They had a low income which the youth at this age need to help their parents to augment income for the family and to postpone their plans for higher education.

Table 7: Distribution of Respondents According to Computed Mean Parents Monthly Income

| Monthly Income | Frequencies | Percentages (%) |
|----------------|-------------|-----------------|
| Below the mean | 56 | 70 |
| Above the mean | 24 | 30 |
| Total | 80 | 100 |

Mean: 10863

Parents Source of Income

Table 8 presents the distribution of the respondents according to parents' source of income. It shows that out of 80 respondents, ranked 1.5 or 35 were business (retail trade, and groceries) and agriculture; ranked 3 or 33 were livestock and poultry raiser, ranked 4 or 22 were fishing; ranked 5.5 or 13 were public transportation and no income; ranked 7.5 or 8 were salary wages (employment) and manufacturing activities (parasaw, dress making, etc.); ranked 9 or 7 housemaid or houseboy; ranked 10 or 6 were laborer (luggage, carpentry); ranked 11 or 3 were lotto

collector; ranked 12.5 or 1 were laundry, delivery boy (bread), and conductor.

The data revealed that majority that majority of the respondents' parents' source of income was engaged business and agriculture (copra, palay, vegetables, root crops, fruits etc.

These sources of income in the rural area stable, natural calamities like typhoon, drought, and affect their income.

Table 8: Respondents According to Parents' Source of Income

| Parents' Source of Income | F | (%) |
|--|----|------|
| Business | 35 | 1.5 |
| Agriculture | 35 | 1.5 |
| Livestock and poultry raiser | 33 | 3 |
| Fishing | 22 | 4 |
| Public transportation | 13 | 5.5 |
| No income | 13 | 5.5 |
| Salary wages (employment) | 8 | 7.5 |
| Manufacturing activities (parasaw, dress making, etc.) | 8 | 7.5 |
| Housemaid/houseboy | 7 | 9 |
| Laborer (luggage, carpenter) | 6 | 10 |
| Lotto collector | 3 | 11 |
| Laundry | 1 | 12.5 |
| Delivery boy (bread) | 1 | 12.5 |
| Jeep conductor | 1 | 12.5 |

*Multiple Responses

B. Reasons why they quit/stopped from formal schooling

Table 9 presents that distribution of the respondents' reason why they quit/stopped from schooling. It shows that out of 80 respondents, ranking 1st or 56 was "got a job had and family to support", or "had trouble managing both school and work"; ranked 2 or 33 "did not like school general or the school they were attending"; ranked 3 or 19 "got pregnant or become a parent"; ranked 4.5 or 18 were "did not get along with teachers and financial problem"; ranked 6 or 15 "failing getting poor grades, or couldn't keep up with school work", ranked 7.5 or 5 students had disciplinary problems and s/he didn't want to go to school"; ranked 8 or 4 " did not feel safe in school"; ranked 9 or 3 "had a drug problem"; 10 or 2 "ashamed"; ranked 12.5 or 1 "suspended or expelled, bored, my father went to prison and I have to get a job to support my family and I have no reason".

The data revealed that majority of the respondents quit/stopped from formal schooling because they need to get a job had a family to support or had a trouble managing both school and work. This finding implies that some youths are forced to quit/stopped and instead work to contribute the household economy.

Table 9: Distribution of Respondents according to Reasons Why they Quit/Stopped from Formal Schooling

| Reasons why they quit/stopped from formal schooling | F | % |
|--|----|-----|
| Got a job had a family to support, or had trouble managing both school and work. | 56 | 1 |
| Did not like school general or the school they were attending. | 28 | 2 |
| Got pregnant or become a parent. | 19 | 3 |
| Did not get along with teachers. | 18 | 4.5 |
| Financial problem | 18 | 4.5 |
| We're failing getting poor grades, or couldn't keep up with school work. | 15 | 6 |
| Student had a disciplinary problem. | 5 | 7.5 |
| He/she didn't want to go to school. | 5 | 7.5 |
| Did not feel safe in school. | 4 | 9 |
| Had a drug or alcohol problem. | 3 | 10 |

| | | |
|--|---|------|
| Ashamed | 2 | 11 |
| Were suspended and expelled | 1 | 12.5 |
| Boring | 1 | 12.5 |
| My father got prisoned and I have to get a job to support my family. | 1 | 12.5 |
| I have no parents. | 1 | 12.5 |

*Multiple response

C. Economic Activities

Table 10 presents that the distribution of the respondents according to economic activities or daily wage earners they engaged in. It shows that out of 80 respondents; ranked 1.5 or 15 was "housemaid/houseboy and store employee"; ranked 3.5 or 11 "laborer (luggage) and retail trade", ranked 5.5 or 9 "engage in livestock and poultry raising"; ranked 8.5 or 7 "gasoline boy, sacking, and back rider"; ranked 10.5 or 3 "vendor", ranked 10.5 or 3 "small restaurant"; ranked 12.5 or 1 "planting (vegetables, root crops), car wash, conductor, water delivery, manufacturing activities (parasaw, dress making, etc.), agricultural (copra, abaca, palay and coconut) buying and lotto collector.

The data indicate that majority of the respondents economic activities were they engaged in domestic work such as housemaid/houseboy and store employee. The kind of this job does not require skills and the nature of work does not require high educational attainment.

Table 10: Distribution of Respondents According to Economics Activities

| Economic Activities | Frequencies | Ranking |
|--|-------------|---------|
| Housemaid/houseboy | 15 | 1.5 |
| Laborer (luggage) | 15 | 1.5 |
| Retail trade | 11 | 3.5 |
| Livestock and poultry raiser | 11 | 3.5 |
| Bakery girl/boy | 9 | 5.5 |
| Gasoline boy | 9 | 5.5 |
| Sacking | 7 | 8.5 |
| Back rider | 7 | 8.5 |
| Vendor (street foods, fruits) | 7 | 8.5 |
| Small Restaurants | 3 | 10.5 |
| Planting (vegetables, root crops) | 2 | 12.5 |
| Car wash | 1 | 12.5 |
| Conductor | 1 | 12.5 |
| Water delivery | 1 | 12.5 |
| Manufacturing activities (parasaw, dress making, etc.) | 1 | 12.5 |
| Agricultural copra, abaca, palay, and coconut) buying | 1 | 12.5 |
| Lotto collector | 1 | 12.5 |

*Multiple responses

D. Economic Contribution to Community

This table 11 presents the daily wage earners distribution of the economic contribution to the community. It shows that out of 80 respondents, ranked 1 or 80 "earn income to support the family instead of being the idle and dependent on parents"; ranked 2 or 77 "productive member in the community"; ranked 3 or 75 "to be efficient and effective worker in society"; ranked 4 or 74 "reduce the dependency burden of the barangay"; ranked 5 or 72 "improve ones' confidence toward work values"; ranked 6 or 52 "role model for a responsible behavior among the youth"; ranked 7 or 49 "establish connections to other people for bigger employment opportunities"; ranked 8 or 44 "enhance ones' entrepreneurial skills"; ranked 10 or 2 "contribute to the community by way of paying taxes".

The findings of the study indicate that majority of respondents economic contribution to community was earning income to support the family instead of being idle and dependent on parents. The finding of the study implies that the parents having a low income and no income the youth were push to response the responsibilities and instead contribute household economy.

Table 11: Distribution of Respondents According in Economic Contributions to Community

| Economic Contribution | F | (%) |
|---|----|-----|
| Earn income to support the family instead of being idle and dependent on parents. | 80 | 1 |
| Productive member in the community. | 77 | |
| To be efficient and effective worker in society. | 75 | 3 |
| Reduce the dependency burden of the barangay. | 74 | 4 |
| Improves ones' confidence toward work values. | 72 | 5 |
| Role model for a responsible behavior among the youth. | 52 | 6 |
| Establish Connections to other people for bigger employment. | 49 | 7 |
| Enhance one's competence towards greater labor market. | 48 | 8 |
| Enhance one's entrepreneurial skills. | 44 | 9 |
| Contribute to the community by way of taxes. | 2 | 10 |

*Multiple response

Problems and Concerns

This table 12 presents the distribution of the respondents according to their problems and concerns. It shows that out of 80 respondents, ranked 1 or 7 90 "to earn money"; ranked 2 or 3 "capital for small business"; ranked 3 or 2 "nature of work is difficult"; ranked 5.5 or 1 "responsibility as a provider, low income, cost of living and savings for house construction. The data indicate that majority of the problems and concern of respondents was money. The finding of the study implies that working out-of-school youth contribute to the economic activities to the family.

Table 12: Distribution of Respondents According to their Problems and Needs

| Problems and Concerns | F | (%) |
|--------------------------------|---|-----|
| To earn money | | 1 |
| Capital for small business | | 2 |
| Nature of work is difficult | | 3 |
| Responsibility as a provider. | | 4 |
| Low income/salary | | 5.5 |
| Cost of living | | 5.5 |
| Savings for house construction | | 5.5 |

*Multiple responses

5. Conclusions

Based on the findings of the study, the following conclusions were:

1. The working out-of-school youths, were mature, male/single, high school graduate, and had low income earned from the work they engage in their parents' income was also low. They are mature workers who contribute the economy. But still they need trainings to prepare them for jobs aside from being domestic helpers or store employees.
2. The working out-of-school youth are prone to abuse and exploitation of employers as shown in their monthly salary. Economic domestic for the out-of-school youth will be experienced by them.
3. Majority of the respondents had quit/stopped from formal schooling because of the following: got a job had a family to support or had trouble managing both school and work. Poverty in the family is the major cause of increasing number of out-of-school youths and drop outs in the country.
4. Majority of the respondents are with mature age, and already working to support their families. Their right to education was violated, at their age they should be in school not in the labor force.
5. The working out-of-school is a valuable sector of the society. Usually they are the victim of oppressions and exploitations of the capitalistic economy.

6. Recommendations

Based on the conclusions, the following recommendations are followed:

1. The Barangay Council in coordination with teachers and parents should go hand in hand to address school dropout especially in high school to avoid the increasing number of out-of-school youths through resolutions about the campaign to go back to school in cooperation with DepEd, BLGU, Church, and other sectors.
2. The Barangay Council should encourage out-of-school youth through provision of assistance in programs such

as trainings for small business or to undergo skills training at TESDA. Usually, a skilled worker receives a higher income. Creation and income generating opportunities for parents may be provided to sustain the needs of their students initiated by the Barangay officials and other agencies.

7. References

A. Books

- [1] Adams, James F. The World Encyclopedia. Copyright 1986, USA
- [2] Allcin, Marvin C. Encyclopedia of Education Research. 1995.
- [3] Grolier Encyclopedia of Knowledge. 1998.
- [4] Moehlman K. First Case to Children a UNICEF Quarterly. 1995
- [5] Spencer and Worth. The Wealth of the Nation. Contemporary Economics. 2nd ed.
- [6] Todaro, Michael., Economic Development in the Third World Countries 2nd Edition; (London Longman January 1, 1981).
- [7] Phelan, Christine. Youth Shut Out by Labor Market. 2000.
- [8] Panopio, I. S. et Al. General Sociology. Focus on the Philipines. Third Edition

B. Journals

- [1] Department of Labor. Philippine Labor Situation and the Out-of-School Youth Policy, Study, 2003.
- [2] World Development Journal, "Participations Place in Rural Development," Vol., (Oxford, New York, 1980).

C. Unpublished Books

- [1] Bello, Mary Grace. The Out-of-School Youth of Gemay, Northern Samar: Their Aspiration, Activities, Problems, and Needs. 2000.
- [2] Benitez, Catherine S. Productive Activities of Out-of-School Youth in Selected Barangay of P^Kujan, Northern Samar. 2004.
- [3] Falcotelo, Teodorico F. Study of the Work Values and Training Needs of the Out-of-School Youth of Las Navas, Northern Samar. 1998.
- [4] Mananguete, Gilbert. Factors Related to the Level of Empowerment of Youth in Barangay Cababto-an Pambujan Northern Samar. 2007.
- [5] Ocampo, Laarni E. Productive Activities of Out-of-School Youth in Selected Barangay Lapinig, Northern Samar Under Graduate Thesis. March 2014.

D. Online

- [1] Encarta Dictionaries
- [2] <http://www.Drop-Out Out-of-School Youth.com>
- [3] <http://www.meriam Webster Dictionary.com>
- [4] <http://www.the free dictionary.com>
- [5] <http://www.wikipedia.com>
- [6] www.mastercardfdn.org/youth.../facilitate-connections-to- market
- [7] www.un.or/esa/socde/unyin/documents/csocd45emerging issues.pdf
- [8] [Scholar works.umass.edu/cigi/view](http://www.scholar works.umass.edu/cigi/view)
- [9] www.joe.org
- [10] www.org.population and resources
- [11] <https://openknowledge.worldbank.org>
- [12] www.unesco.org/new/en/social-and-human.../youth/youthdefinition/channels.isp.netscape.com/men/package. jsp?name.../not