

**A FUNCTIONAL LITERACY PROGRAM FOR THE OUT-OF-SCHOOL
YOUTHS OF CALBAYOG CITY: A MODEL**

**A Dissertation
Presented to
The Faculty of Graduate School
Samar State Polytechnic College
Catbalogan, Samar**

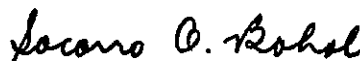
**In Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy**

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DEDICATION

This humble work is dedicated to

- Vir, my children and sons-in-law
- Tess and Yoyo, King and Winthrop; grand children Tricia and Wiggie and those yet to be;
- Che, Cecile, Lulu, Vera, and our little angel-Mica;
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Remy

ABSTRACT

The purpose of this study was to assess and investigate the functional literacy status of the out-of-school youth (OSY) of Calbayog City with the end goal of proposing a functional literacy program relevant to their development and participation in community dynamics. Since the out-of-school youth are over-aged for their grade/year level they should no longer be made to go back to the classroom to sit with the young ones and undergo the rigidity of formal education. With the dominance of the boys, it only goes to show that the girls get the preference for schooling over the boys. It can be concluded that all the four groups of respondents are in concurrence with their identified community needs, occupational skills, community resources, employment opportunities, community problems encountered and suggested solutions as evidenced by their qualitative rating of "high concurrence" for "needs and problems" and "low correlation" for "occupational skills", "community resources," "employment opportunity" and "suggested solutions" and all significant at 0.05 level. These further imply that all the respondents are very much aware of what these things can do and how they can be affected by them. Furthermore, they are aware that if Calbayog is rich in natural resources, there is no reason why the Calbayognons must remain poor. Based on the "community needs" and "community problems", it can be concluded that the respondents are affected by them. Speaking also of employment opportunities and community resources, it can be concluded that they are very much aware of their existence, yet they do not have access to them because of their status in the society.

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Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

The manifestation of true democracy at work is the improvement of the country's citizenry. The process of attaining improved quality of life is basically the task of education. Education is the state's enabling instrument for preparing the youth for self-direction in both his personal affairs and his civic involvement in the affairs of the nation. This is done through people empowerment,¹ that is, providing the youth with functional education in order to eradicate non-literates or functionally illiterates who remain powerless because they do not have the capacity to avail themselves of economic, social, political and other opportunities for personal growth and social services. No less than the Economic and Social Commission for Asia and the Pacific (ESCAP) Survey Report for 1986 has recognized the idea that unless illiteracy is eradicated, modernization and development cannot

¹President Fidel V. Ramos, "State of the Nation Address," 1993.

be attained by a nation.²

Human development is more than appropriately enshrined in the 1987 Philippine Constitution. In the statement of policies, Article XIV, Section 2, the Philippine Constitution mandates that:

...the State shall encourage non-formal, informal and indigenous and out-of-school youth study programs to respond to community needs. It further mandates that the state shall provide adult citizens, the disabled, and out-of-school youth with trainings in civics, vocational efficiency and other skills.³ In Section 13 of the same article, the State recognizes the vital role of the youth in nation-building and shall promote and protect their physical, moral, spiritual, intellectual and social well-being. It shall inculcate in the youth patriotism and nationalism and encourage their involvement in public and civic affairs.⁴

Consistent with the above stated constitutional mandates, the government, both national and local, has instituted several programs and services most especially, those that would untangle the people from the bonds of poverty.

²Economic and Social Commission for Asia and the Pacific (ESCAP) Survey Report of 1986, Cited by T.M. Sakya, "Literacy Book Development for Asia and the Pacific," Asia Cultural Center for UNESCO Newsletter, 1987, Vol. XVIII, No. 4

³Section 2, Article XIV, "1987 Constitution of the Philippines", as quoted in Sutaria, Guerero and Castano, Philippine Education: Visions and Perspectives. (Metro Manila: National Bookstore, 1989) p. 3

⁴Philippine Education: Visions and Perspectives, pp. 6-7.

Poverty and education are powerful words that mean so much to Filipinos. Education to Filipinos is the antidote to poverty --a condition that characterizes about 70 percent of the country's population.⁵ In spite of the government's efforts through several programs and services to fight and eradicate illiteracy and poverty, still these two remain alarming phenomena which beset the Philippines today.

No doubt, the impact of poverty and illiteracy among the youth, is a restraining force to the fulfillment of Rizal's vision for the youth as the "fair hope of the Fatherland".

Out-of-school youth as individuals and members of the society have their own needs, wants, aspirations, talents as well as the determination to see their own identities. However, because of circumstances beyond their control, they are unable to fulfill their goals or ambitions in life.

According to the 1994 Functional Literacy, Educational and Mass Media Survey (FLEMMS) released by the National Statistics Office and the Bureau of Non-Formal Education, the Philippines is beset with a simple literacy rate of 93.9 percent among those aged 10 - 64 years old and a functional

⁵Josefina R. Cortes, "Does Formal Education Alleviate Poverty in the Philippines?" Paper read at the Conference on Partnership for a New Agenda: Human Resource Development and Poverty Alleviation in the APAC, January 19-21, 1996. Manila, Philippines.

literacy rate of 83.8 percent. However, these impressive figures do not put the illiteracy issue to rest. 2.4 million Filipinos are still basically illiterate and 7.8 million are still functionally illiterate. These figures underscore the out-of-school youth of the country.⁶

The impact of illiteracy on the individual and society is more serious than people's inability to read and write. Illiterates are unlikely to participate meaningfully in the socio-economic and political processes that affect their lives. They are unable to profit from scientific and technological skills to increase their productivity. Illiteracy can stand in a way of a people's understanding of cultural values, traditions, and the more important attainment of a national consciousness.

It is in the above context that the researcher, in her desire to contribute to the development of the out-of-school youth undertook this study as a tribute to the out-of-school youth and as a legacy of intent to the future generation.

⁶Philippine Graphic Week Magazine. (Vol. VIII, No. 14, September 8, 1997), p. 37.

Background of the Study

Calbayog City is located at the Northwestern portion of the island of Samar, the third largest city in the Philippines, and has an area of 90,300 hectares. The 1995 Multi-Sectoral Macro-Enterprise Study, which was undertaken by the local government unit through the City Social Welfare and Development Office (CSWDO), places the population of Calbayog at 124,673. Number of households is estimated at 24,900. Average completed family size is 5; and the average family income is two thousand eight hundred (P2,800.00) pesos a month or eighteen pesos 66/100 (P 18.66) daily. If sixty percent of this amount goes for food, a typical family member is left with seven pesos (P7.46) 46/100 daily for his clothing, education, medicine and other personal needs.⁷

Of the 24,900 estimated families, 18,000 live below poverty threshold whose combined family income is four thousand three hundred sixty seven pesos (P4,367.00). Of the 7000 above poverty threshold, 14 percent has income over seven thousand pesos, (P7,000.00) and of their cohort, 30 percent or 294 have income over fifteen thousand (P15,000.00) pesos a month. Forty-eight percent (48%) of

⁷CSWDO, Multi-sectoral Macro Enterprise Study. Calbayog City, 1995.

the population or 59,843 comprise ages 0 -14; 47 percent or 58,596, ages 15- 59; five percent or 6,234 ages 60 - up.⁸

Labor force is placed at 47 percent for 58,596. Of this number, only 32,314 are employed either in government, in the private sector, or self-employed. The remaining 25,782 are unemployed. There are 41,000 school aged children and youth but only 29,000 are in school. Twelve thousand are out-of-school. Of these numbers 5,415 comprise ages 15 - 24.⁹

While Calbayog is rich in natural resources, its residents are poor, all because of poor awareness of their capabilities and proper utilization of available resources.

Among the most vulnerable sector is the youth, most especially the out-of-school. Due to poverty and lack of school facilities in several barangays, many of them drop out of school before reaching grade six. Besides, of the 137 elementary schools, only 36 have complete elementary school facilities.¹⁰ There are eleven high schools in the city, three of these are in the city proper while nine are distributed in nine barangays. Nonetheless, due to distance

⁸CSWDO, Multi-sectoral Macro-Enterprise Study, 1995.

⁹Multi-sectoral Macro-Enterprise Study, 1995

¹⁰DECS CALBAYOG CITY CPOC REPORT, 1997.

and lack of financial capabilities, many young boys and girls still fail to pursue high school education.

Due to lack of employment opportunities in the city and bereft of appropriate professional preparation, the out-of-school youth easily fall victims to illegal recruiters and such other activities that are prejudicial to their rights and dignities as persons.

With Calbayog getting more and more accessible to Manila and other urban centers, the problems of out-of-school youth become compounded. The lure of Manila becomes, to many of them, an escape against poverty; although in the process they succumb to mechanism that may tend to disregard moral and human standards. The statistics at the City Social Welfare and Development Office shows that Calbayog is one of the cities with a great number of "housemaids" working in Manila. Although there are several obstacles into bringing these activities to the knowledge of authorities, a massive advocacy has been set in place in order to provide assistance to the increasing plight of young people --mostly minors-- whose rights, honor and dignity are being violated under the guise of solving the evils of poverty.¹¹

¹¹CSWDO, Multi-sectoral Macro-Enterprise Study, 1995.

Given the above situation in the City, the researcher hopes to provide alternative opportunities to out-of-school youth with functional literacy program in order to limit, if not totally, solve the problems of abuses now being perpetrated against the "future of the Motherland".

Statement of the Problem

The concern of the government for the youth has been repeatedly emphasized in recent pronouncements and literature. It is in this light that this study was conceived. The purpose of this study was to assess and investigate the functional literary status of the Out-of-School Youth (OSY) of Calbayog City in view of proposing a functional literacy program relevant to their development and participation in community dynamics.

The study sought answers to the following questions:

1. What is the profile of the out-of-school youth as to:
 - 1.1 age?
 - 1.2 sex?
 - 1.3 educational attainment?
 - 1.4 occupation?
 - 1.5 socio-economic status?
 - 1.6 mental ability?

- 1.7 self-concept?
 - 1.8 aspiration?
 - 1.9 interests?
 - 1.10 work values and attitudes?
 - 1.11 exposure to reading materials?
 - 1.12 reasons for dropping out?
 - 1.13 work experience?
 - 1.14 plans for the future?
2. What is the performance of the out-of-school youth in:
- 2.1 Filipino Literacy Test: Wika, Pagbasa at Matematika?
 - 2.2 English Literacy Test: Language, Reading, and Mathematics?
3. Is there significant difference in the performance of out-of-school youth in Filipino Literacy Test and English Literacy Test?
4. Are there significant relationships among the following factors to the performance of the out-of-school youth in the literacy tests:
- 4.1 age?
 - 4.2 sex?
 - 4.3 educational attainment?
 - 4.4 socio-economic status?

- 4.5 mental ability?
 - 4.6 self-concept?
 - 4.7 aspirations?
 - 4.8 interests?
 - 4.9 exposure to reading materials?
5. Are there significant differences among the norm means and the actual means of the work values and attitudes of the out-of-school youth?
 6. What are the community needs, occupational skills, community resources, employment opportunities, community problems encountered and suggested solutions of Calbayog City which can be utilized for human and community development as identified by the Out-of-School Youth, Sanggunian Kabataan Chairmen, Barangay Captains, selected Government Agencies and People's Organizations?
 7. Do the Out-of-School Youth, Sanggunian Kabataan Chairmen, Barangay Captains, selected Government Agencies and People's Organizations significantly agree on the identified community needs, community resources, employment opportunities, community problems encountered and suggested solutions which can be utilized for human and community development?

8. What functional literary program can be proposed for the out-of-school youth of Calbayog City?

Null Hypotheses

Based on the specific questions, the following hypotheses were tested:

1. There is no significant difference between the performance of the out-of-school youth in Filipino Literacy Test and English Literacy Test.
2. There are no significant relationships among the following factors to the performance of the out-of-school youth in the literacy tests.
 - 2.1 age
 - 2.2 sex
 - 2.3 educational attainment
 - 2.4 socio-economic status
 - 2.5 mental ability
 - 2.6 self-concept
 - 2.7 aspirations
 - 2.8 interests
 - 2.9 exposure to reading materials
3. There are no significant differences among the norm means and the actual means of the work values and attitudes of the out-of-school youth.

4. The respondents do not significantly agree on the identified community needs, occupational skills, community resources, employment opportunities, community problems encountered, and suggested solutions.

Theoretical Framework

This study is founded on the famous caption advocated by Facts and Figures on Philippine Literacy, viz: "At the very root of a globally competitive Filipino work force is the imperative of an empowered and literate people".¹²

This saying illuminates an accepted fact that the strength and the fate of the nation is pre-ordained by the functionality of its literate people.

Such an idea is postulated in the new development philosophy expressed in the 1987 Philippine Constitution which advocates the concept of "another" development which implies an alternative model which goes beyond the usual economic growth formula, to include political, socio-cultural, environmental, human and moral dimensions. The business of development as embodied in Sections 1 and 2

¹²"Facts and Figures on Philippine Literacy", Philippine Graphic (Vol. VIII, no. 14, September 8, 1997), p. 37.

(4 and 5) Article XIV of the same Constitution¹³ is no longer the exclusive concern of "big" government but more importantly of the people, particularly the youth who occupy a considerable number in the statistics of Philippine population. Development programs are initiated from below rather than from the top or center. Each sector of society is expected to cooperate and work together for the common "good".¹⁴

The Filipino youth today is a key element in political, social, economic and cultural development, thus, a potent force for national development. In view of this, it is the responsibility of society to provide alternative education to this potent force in order to stimulate and develop inherent potentials for self, social efficacy and social development, especially where formal education is impossible.

It is a fact that our country today is dragged into the quagmire of decay brought about by several unchecked atrocities, like poverty --a condition that characterizes

¹³Sections 1 and 2 (4 & 5) Article XIV, 1987 Constitution of the Philippines as quoted in Elenazo, *Philosophy of Philippine Education* (Metro Manila: National Bookstore, 1995), p. 81

¹⁴Michael Todaro P. "Introduction". *Development Issues: Constitutional Response*, Florangel Rosario Braid (Ed) (Metro Manila: National Bookstore, 1987), p. 14.

about 70 percent¹⁵ of the country's population; unemployment, illiteracy, etc.

For the Philippines to move forward and attain the status of a new industrialized economy, one-fourth of the labor force—the out-of-school youth—who are functionally illiterates as cited by EDCOM should be provided with functional literacy skills and values development programs to enable them to perform a meaningful economic role in development, thereby become correspondingly more productive members of society.¹⁶ As a consequence, the Philippines's gross domestic income would significantly increase. Thus, Calbayog City, in particular, may no longer be bothered with so many social problems such as drugs, juvenile delinquency, and poverty.

Bringing into the scene the out-of-school youth of Calbayog City who are considered a potent sector of the community, they can now open and be receptive to new ideas - an attitudinal requirement for development.

It is in this context that the researcher considers it of great importance to pursue this study if only to share

¹⁵Josefina R. Cortes, "Does Formal Education Alleviate Poverty in the Philippines?," *The Philippine Journal of Education*. (Vol. LXXV, No. 1, June, 1991), pp. 6-7.

¹⁶Congressional Commission on Education, *Making Education Work: An Agenda for Reform*, Report to Congress, (December 28, 1991), pp. 24-27.

towards a constructive change in forming "a new Calbayognon".

Conceptual Framework

This study postulates on the idea that a country may be blessed with abundant natural resources but unless there are young men and women equipped with the necessary skills and knowledge to convert these resources into useful products and services, very little economic progress can be attained. Youth programs have to be largely oriented in such a way that they develop and encourage youth initiatives and interests, rather than impose on them what they have to do. With these the youth would be responsive to the programs with lectures, trainings and practical actions combined in order to help the out-of-school youth find their identity and develop their personalities so as to exercise more meaningful roles in the political, economic as well as social transformation.

With these concepts in mind, this study made an extensive assessment of the functional literacy status of the out-of-school youth of Calbayog City considering other aspects like age, sex, educational attainment, occupation, socio-economic status, mental ability, interest, self-concept, aspirations, reason for dropping out school, exposure to reading materials, work values and attitudes,

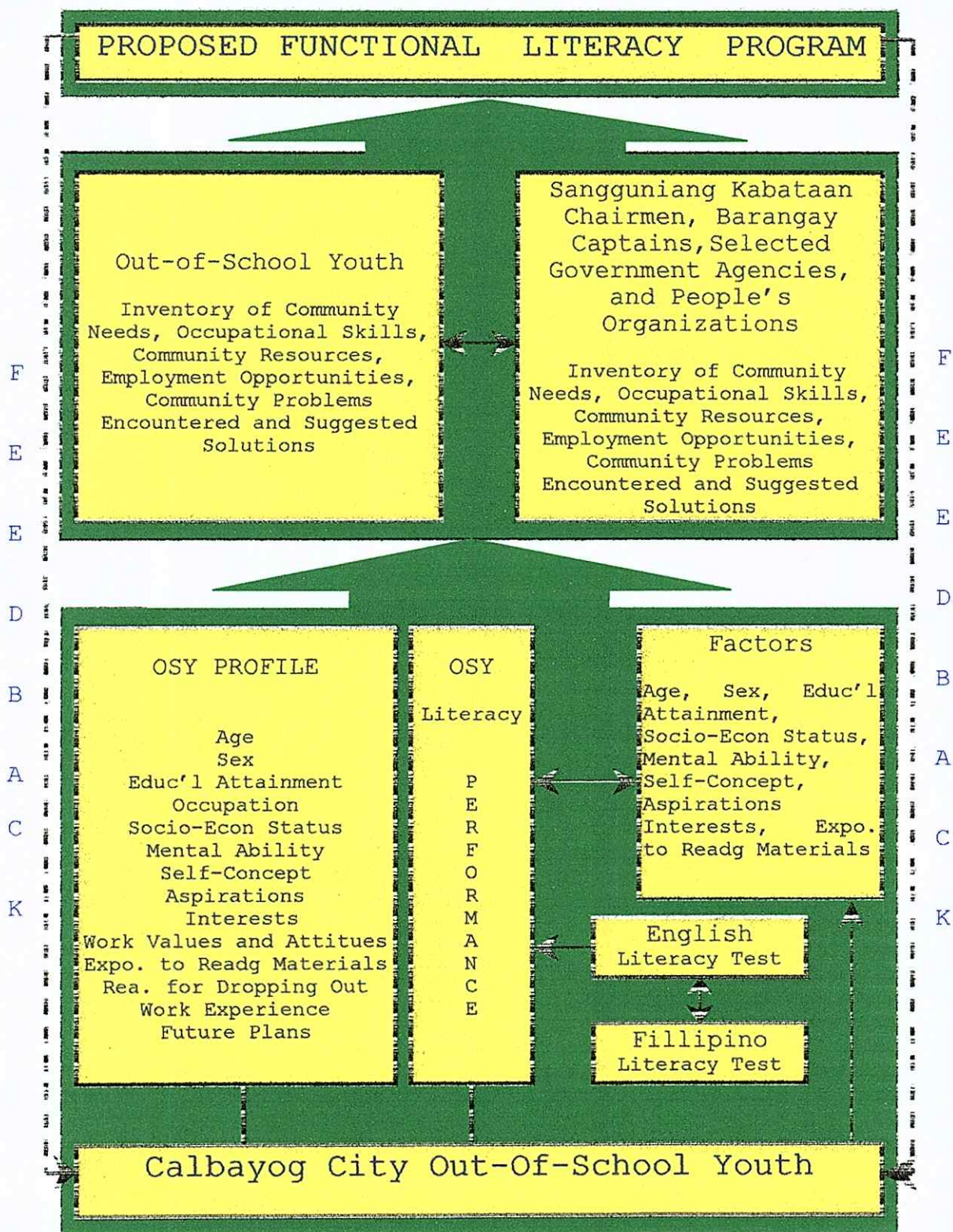


Figure 1. Conceptual Framework for the Development of a Functional Literacy Program for the Out-of-School Youths of Calbayog City.

work experience and plans for the future. An inventory of needs, resources, employment opportunities, problems and their possible solutions was conducted to get a thorough picture of the clientele and their environment.

Shown in Figure 1 is the conceptual framework of the study. At the base of the schematic diagram, is the Calbayog City Out-of-School Youth (OSY) from the seven (7) school districts of Calbayog City, from where the source of information emanates. They served as respondents and subjects of the study. A profile was drawn by considering age, sex, educational attainment, socio-economic status, mental ability, interest, self-concept, aspirations, reasons for dropping out, exposure to reading materials, work values and attitudes, work experience and plans for the future. The OSY were also subjected to the Filipino and English Literacy Tests to determine their literacy performance, and the same were compared with the aforementioned factors such as age, sex, educational attainment, occupation, socio-economic status, mental ability, interests, self-concept, aspirations and exposure to reading materials.

An inventory of community needs, occupational skills, community resources, employment opportunities, community problems encountered and their suggested solutions were

identified by the respondents of the study who consisted of the out-of-school youth, sanggunian kabataan chairmen, barangay captains, selected government agencies, and people's organizations.

The responses of the two groups of respondents on the community needs, occupational skills, community resources, employment opportunities, community problems encountered and their suggested solutions were compared as shown in the two rectangles.

The results and findings of this study provided anchorage for the development of a proposed functional literacy program for the Out-of-School Youth of Calbayog City, the topmost rectangle in the schema which would turn this potent sector into assets rather than liabilities of their respective barangays.

Significance of the Study

The Philippines, in general, and Calbayog, in particular, has increasingly realized that growth demands something more than the infrastructure program, industrialization, and other measures to improve the socio-economic conditions of the people. It demands the transformation of the people especially the youth (15-24 years old) whose number now counts 4.68 million, 2.52 million living in the rural areas and 2.16 million in the

urban areas, as revealed in the 1994 survey.¹⁷ The goal of the nation, particularly, here in Calbayog is the emancipation of the individual energies of every Filipino youth to enable him to share in the process of national development, hence, this study.

This research is a countryside development initiative which can recommend strategies on the development of a mass action or movement for the eradication of illiteracy in the country, particularly, in the city of Calbayog by the year 2000. This too, can formulate measures based on the data or information gathered in the research process to harness the potentials of the out-of-school youth in order that they be productive citizens of Calbayog City. Furthermore, this study can assist the local government unit of Calbayog City, particularly, the City Social Welfare and Development Office (CSWDO) in identifying successful management schemes of literacy programs and the like for our youth.

Results of this study can also be shared to the non-formal education unit of the DECS Division Office through its NFE Coordinator who in turn can seek to expand access to basic education by establishing an NFE equivalency and accreditation system and alternative learning programs to

¹⁷The Philippine Star, (March 4, 1996).

serve communities with a high drop-out and low school participation rates.

Through this research, the Tiburcio Tancinco Memorial Institute of Science and Technology Research and Extension Office can manifest its commitment by putting into action the Institute's objectives, goals and mission to extend its services to the communities in the 157 barangays of Calbayog City through the proposed functional literacy program for out-of-school youth and extend it to other clientele who can, eventually, profit from it. Added to this, the Research and Extension Office can help train manpower resources who can help anchor in the implementation of the program.

Community development workers in Calbayog City and elsewhere in the Philippines may also profit from this study as the data on the educational attainment, demographic characteristics, mental ability, self-concept, aspirations, literacy status, community needs, resources, problems encountered, suggested solutions, employment opportunities, work values and attitudes, plans for the future of the OSY and the proposed functional literacy program for development will serve as their bases for framing future activities as action programs to answer felt needs of Calbayog City. These, too, shall be of help to the school administrations

in planning and shaping the best curriculum that will answer the needs of their pupils, students and the community.

This research is in keeping with the constitutional mandate --that the state shall promote the physical, intellectual, emotional and social well-being of the youth so that they can generously contribute their shares in nation building. This study also jibes with the Ten-Year Development Plan of the NEDA for Region VIII which proposes for a scheme of mass education for adults and out-of-school youth that will make them engage in gainful employment.

This study is in line with the policy of the local government unit to exert every effort to promote the welfare and enhance the opportunity of the youth for a useful, happy and productive life. Every school and other institutions in Calbayog City engaged in non-formal education programs can benefit from this research for they, too, shall assist the home and the state in their endeavor to prepare the youth for responsibility.

Finally, the findings of this study shall also be useful to government agencies in Calbayog City which are presently concerned with setting up programs for the youth, like the City Social Welfare and Development Office (CSWDO), the Department of Education, Culture and Sports (DECS), Department of Interior and Local Government (DILG),

Department of Agriculture (DA) and the Sanggunian Kabataan (SK).

Scope and Delimitation of the Study

This study was focused on the investigation and assessment of the functional literacy status of the Out-of-School Youth in the seven (7) school districts of Calbayog City. The assessment was centered on the profile of the out-of-school youth considering the following: age, sex, educational attainment, occupation, socio-economic status, mental ability, self-concept, aspirations, interests, work values and attitudes, exposure to reading materials, reasons for dropping out, work experience, and plans for the future; the performance of the Out-of-School youth in the two tests --Filipino and English Literacy and further determined its relationship to selected factors, vis-à-vis: age, sex, educational attainment, socio-economic status, mental ability, self-concept, aspirations, interests, and exposure to reading materials. Inventory of community needs, occupational skills, community resources, employment opportunities, community problems encountered and their suggested solutions was identified by the Out-of-School Youth, Sanggunian Kabataan Chairmen, Barangay Captains,

selected Government Agencies and People's Organizations. It attempted to draw up a functional literacy program based on the findings or results of the study.

The study covered the seven (7) school districts of Calbayog City, namely: Calbayog I, Calbayog II, Calbayog III, Tinambacan I, Tinambacan II, Oquendo I, Oquendo II, involving one hundred fourteen (114) of one hundred fifty seven barangays in the city, as shown in Figure 2.

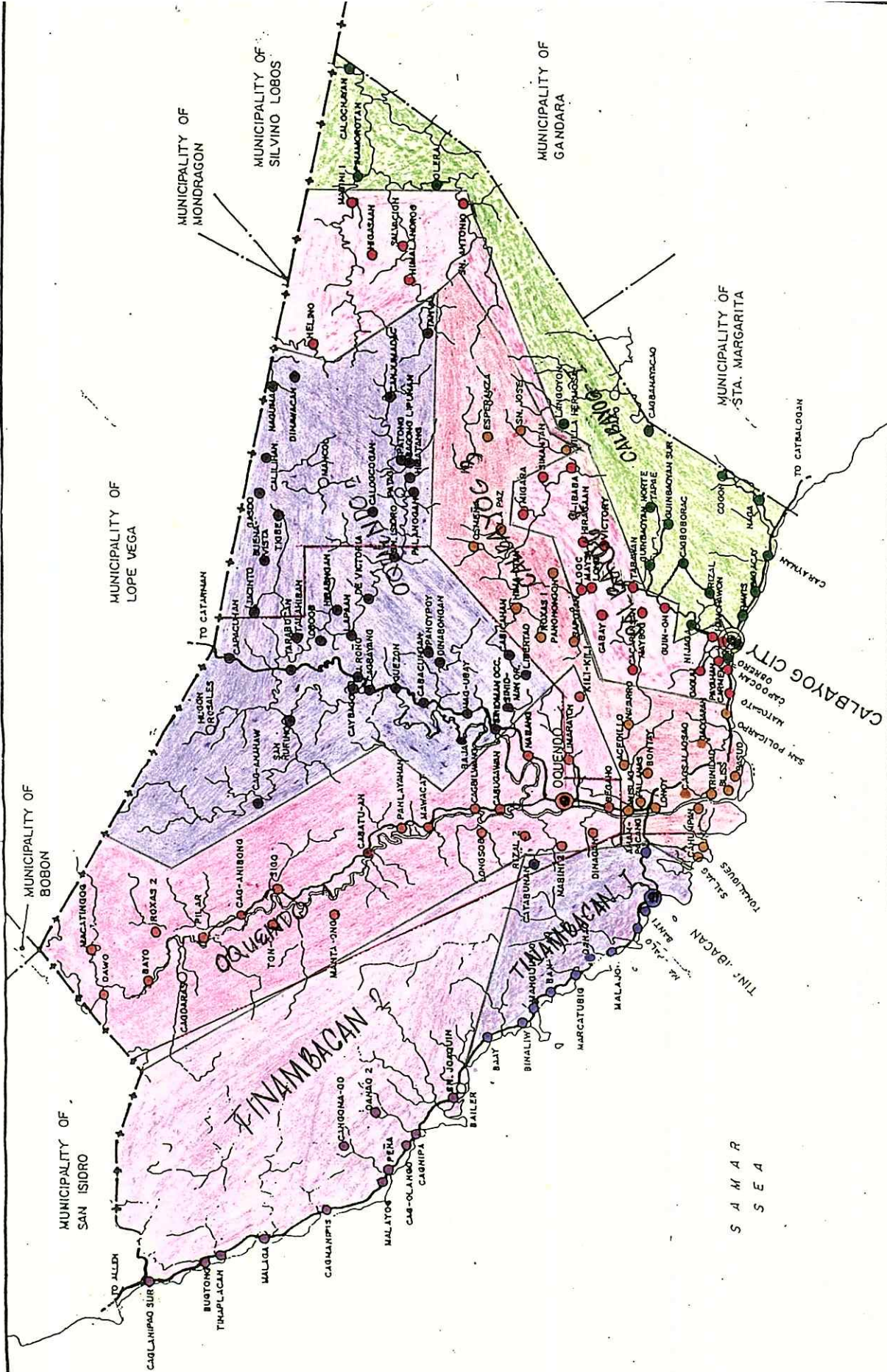
Chosen at random, 375 OSYs, 114 SK Chairmen, 114 Barangay Captains, 14 from selected government agencies and people's organizations, namely, the DILG, CSWDO, DA, POPCOM, Division and Districts Non-Formal Education Coordinators, WESADEF and Women's Organization.

This study was undertaken from July, 1997 to November, 1997.

Definition of Terms

To ensure the readers a better understanding of the terms used in this study, the following terms are defined operationally and technically.

Age. This refers to the number of years of physical existence of the out-of-school youth since birth. In this



LEGEND:

FIGURE 2. MAP of CALBAYOG CITY

study, the age considered is 15 - 24, to coincide with the age requirement in the labor force for Filipinos.

Aspirations. These refer to the OSY's wish to improve economically and their hopes for their future, or their orientation towards their goals.

Department of Labor and Employment (Dole). The government agency which is responsible for the different mechanisms which are intended to provide employment to graduates in terms of their skills and qualifications.

Educational Attainment. This refers to the highest grade level or depth of education the out-of-school youth has attained or earned.

Employed Persons. These include all those who during the reference period are from 15-24 years old and are reported either at work even for one hour during the reference period or with a job but not at work because of temporary illness, injury, vocation or other reasons or expect to report for work or to start operation of a farm or business enterprise within two weeks from the date of the enumerator's visit.

Formal Education. It is a highly institutionalized chronologically graded and hierarchically structured "educational system" spanning lower primary school and the upper years of the university.

Functional Literacy. It is a term which could no longer be viewed as a purely educational matter but to an even greater extent, closely knit with general social, economic, and cultural development.¹⁸ In this study, it means not just ability in reading, writing, arithmetic and understanding simple messages but the ability to translate the expertise and knowledge provided into operating application in the community or society where one belongs, eventually would augment his life and the lives of other people.

Functional Literacy Program. This refers to a suitable program/plan of activities for the out-of-school youth of Calbayog City which shall be drawn from the data/results of the research which shall focus on literacy, values development program, technological and vocational skills including appropriate mechanisms for implementation, venue for training, costing, incentives and program assessment. Said program shall enable them to perform a meaningful economic role in development and further improve their intellectual, psycho-social, political and moral well-being using the natural as well as human potentials of Calbayog City for development.

¹⁸SEAMEO Report, August 1986, p. 54.

Interests. These refer to recreational and occupational choices of the out-of-school youth which can be utilized as the springboard for their motivations.

Labor Code of the Philippines. Is the collation of laws with implementing regulations and executive issuances related to labor or work.

Labor Force. This is also known as the economically active population; this refers to population 15 years old and over who are either employed or unemployed. Excluded are those persons who are not looking for work because of reasons such as housekeeping, schooling, etc.¹⁹

Mental Ability. Operationally, this refers to the extent of intellectual alertness indicated by the scores obtained by the out-of-school youth in the Culture-Fair Intelligence Test.

Model. In this study, it refers to a design of a functional literacy program for an informal education.

Needs. These refer to necessities for the improvement of the conditions of the lives of the out-of-school youth and the community of Calbayog City.

Non-formal Education. Refers to any organized, systematic educational activity carried on outside of the

¹⁹National Statistical Coordination Board, October, 1995.

framework of the formal system to provide selected types of learning to particular sub-groups in the adult population as well as children.²⁰

Occupation. This refers to the work the out-of-school youth engage in for their income.

Out-of-school Youth. In this study, they are the 15 to 24 years old elementary and high school leavers who for some reasons stopped schooling.

Plans for the Future. They refer to what the out-of-school youth want to be or have in the future.

Resources. These are the means available in Calbayog City which could be tapped by the out-of-school youth for the attainment of their goals and objectives and above all for their development. Furthermore, they could be classified as human, natural, technological and institutional instrumentalities.

Self-Concept. This is what the out-of-school youth knows about himself as revealed in his answers in the Tennessee Self-Concept Scale.

²⁰Gloria Lazano, Reviewer: Teacher Board Examination. (Manila: National Book Store, Inc. 1991, p. 72.

Socio-economic Status. The condition of the OSY and his family considering the parents educational background, family income, property, family size, skills and activities.

Technical Education and Skills Development Authority (TESDA). This is an educational body which is responsible for providing "relevant, accessible, high-quality and efficient technical education and skills development of high-quality Filipino middle-level manpower responsive to and in accordance with Philippine development goals and priorities".²¹

Underemployed. They are employed persons wanting additional hours of work, specifically, those who work for less than 40 hours a week and still want additional hours of work.

Unemployed. This refers to a person 15 years and over who during the reference period has no job/business.

Work Experience. Any income-generating activities engaged in by the out-of-school youth after he left school.

Work Values and Attitudes. These are the beliefs, orientation, motivation and behavior of the out-of-school

²¹Aurelio O. Elevazo and Rosita A. Elevazo, Philosophy of Philippine Education, (Manila: National Book Store, Inc., 1995,, p. 106).

youth and his participation and responses to his activities or work using the Filipino Work Values Scale (FWVS).

Chapter 2

REVIEW OF LITERATURE AND RELATED STUDIES

This chapter presents the theories and relevant information advanced by authorities that have bearings to this field of study and reviews of the existing researches about the out-of-school youth. The purpose of the discussion is to clearly identify the basis in conducting the present study and establish its similarities and differences with those previously conducted.

Related Literature

"Inevitable is the role literacy plays in any development agenda" says Dr. Daniel A. Wagner, Director of the International Literacy Institute in the University of Pennsylvania. In one of his appearances, he made emphasis of four popular beliefs about literacy's impact on development, namely: 1) Literacy changes the way human beings think, their logical abilities and their intelligence; 2) Literacy leads to human 'modernization' and to the changing of attitudes about 'development'; 3) Literacy fosters democratic ideals and increase national productivity; and

4) Illiteracy will be eradicated by the year 2000, or anytime soon.²²

For her part, Levine, talks of functional literacy as the development of reading, writing and counting. It is the essential means to the achievement of a fuller and more creative life.²³

More specifically, functional literacy should be regarded as a way of preparing man for social, civic and economic roles that go far beyond the limits of rudimentary literacy training that consists merely in the teaching of reading and writing.

Accordingly, the very process of learning to read and write should be made an opportunity for acquiring information that can immediately be used to improve living standards. It should facilitate training for work, increase productivity, a greater participation in civil life, a better understanding of the surrounding world and ultimately, open the way for basic human matters.²⁴

A major issue today is not so much on what it means to be occupationally literate as on what kind of knowledge

²²Based on the forum address delivered by Dr. Daniel Wagner during the Asian Literacy Regional Forum held in Manila, May 5 - 9, 1997.

²³Genneth Levine, "Functional Literacy: Fond Illusions and False Economics," Harvard Educational Review, p. 249.

²⁴Levine, p. 259 - 266.

learners must acquire in order to participate in society as active, informed citizens. The use of the term "literacy" has changed dramatically in recent years. It is not treated solely as a guarantee for entrance into the world of work.

Once restrictively defined, as providing students with specific technical skills related to reading, writing and speaking, the term "literacy" has also come to mean educating students to be learners of certain meanings, values and wisdom.²⁵

In presenting a paper to the World Bank, Scott implied that illiteracy has become a world-felt problem, which has far reaching effect on the entire concept of development. Relative to this the United Nations Asian Development Institute, has drawn up five core-concepts, which provide a more substantive conceptualization of the emphases and concerns for development, to wit: 1) man as the end of development must be judged by what it does to him; 2) delineation of man in the sense that he feels at home with the process of development in which he becomes the subject and not the object; 3) development of the collective personality of man in which he finds his richest expression; 4) participation as the true form of democracy; and 5) self-

²⁵Paolo Frerrie and Ronaldo Mercado, "Literacy: Reading the Word," Harvard Educational Review, 1988, 58:2

typical newspaper headline, a road sign or a fast food restaurant menu.²⁹

In their work, "Early School Drop-outs: Configuration and Determinants", Child Development, Robert Cairus, *et al* claim that students generally feel alienated from school and develop a low self-esteem if they are not given the opportunity to get involved.³⁰ These are the students who most likely would drop out.³¹ Due to this phenomenon, 25 million Americans are functionally illiterates, when school children leave school at grade four, unable to read and write.³²

Third World Countries have realized that aside from formal education, there are other forms of development like the non-formal and in-formal education. In the past reliance was on the formal school system for vocational efficiency. But, later, it was discovered that vocational efficiency can also be done outside the formal education setting.

²⁹Larry Mikulechy. "National Adult Literacy and Lifelong Learning Goals. Phi Delta Kappa, 72(4): 304 - 309.

³⁰Robert Cairus, Beverly D. Cairus and Holly J. Nechemans, "Early School Drop-outs: Configuration and Determinants", Child Development 60:1437 - 1452[13], 1989

³¹Cairus, et al.

³²Stephen R. Graubard. "Doing Badly and Feeling Confused", Daedalus, 19 {2: 257 -299}.

For his part, Coombs defines, non-formal education as any organized, systematic educational activity learned outside the framework of the formal system to provide relate types of learning to particular sub-group in the population of adults as well as children. It includes agricultural extension and farmer training programs given outside the formal system; youth clubs with substantial educational program and various community programs of instruction in health, family planning, cooperativism and the like. He mentioned that "occupational education which is designed to develop particular knowledge and skills associated with various economic activities are useful in making a living", is one of the educational needs for rural development. He also suggested that in planning, the following points should be taken into consideration: a) diagnosis of the general welfare potentialities and present state of development of the area; b) diagnosis of the special characterization, idealistic needs and interests of potential educational audiences and clear definition of learning objectives, including relative priorities and proper sequences and the learning clientele to be served.

Further, he also found out that as a requirement of a good planning for rural non-formal education, educational solutions for work intentions be designed locally, not

imported from a distance in some visiting experts" brief case and that sufficient time, resources be allowed to undertake adequate local diagnosis and planning rather than rushing into action.³³

The definition of functional literacy is more clarified by Mr. Ramos when he said: "Functional literacy is a process of teaching designed to make persons literate not only in reading, writing and arithmetic but also in all the aspects of human life, --economics, social, cultural and political-- so that he can function effectively as a member of the Society."

Still in the same article, Ramos said, learning to read and write is done simultaneously with acquiring more knowledge, skills and attitudes about learner's work, his country, his government, etc., which eventually will lead to the development of his total personality. It is this concept that the present study is interested on.³⁴

The objectives of functional literacy should not be formulated based on some standards. It must be appropriated

³³Philip A. Coombs, *Attacking Rural Poverty: How Non-formal Education Can Help*, (Baltimore: John Hopskin University Press, 1984).

³⁴Ramos, p. 2.

to the needs of the different clientele and communities; and the test to appropriateness will differ from one region to another. In one of her writings, Sutaria wrote:

...in the present, concerned with both theory and practice, the latter is left to chance. Theoretical education was merely the formation for higher forms of knowledge. But the more direct practical and functional utilities of living were neglected. This is no longer so. Today, schools gradually measure to the demands of its communitarian role.³⁵

On June 19, 1974, the Department of Education and Culture issued Department Order No.5, s. 1974, which mandated the use of English and Filipino as media of instruction in Philippine primary and secondary schools, according to a set time table. Subjects in schools were divided into language domains. By the end of school year 1983-84, graduates of colleges and universities were supposed to be able to pass examinations in Filipino or English for their professions. The results of the bilingual education program from 1974 to 1985 were evaluated in 1986-87.³⁶ The very poor achievements of the pupils in both elementary and secondary schools were indicative of the failure of the program as reflected in the study.

³⁵Minda Sutaria, "Communitarian Responsibilities of the Schools," Filipino Teacher (1995), pp. 56-57 .

³⁶Andrew Gonzales and Bonifacio P. Sibayan (eds.), "Evaluating Bilingual Education in the Philippines (1974-1985)," Manila: Linguistic Society of the Philippines.

Consequently, the poor quality of literacy was considered the results of the program which could be felt even today.

Much have been done by the government to achieve literacy. In fact the out-of-school youth and adults became the object of this literacy, livelihood skills and values education programs. These programs were in line with the constitutional provision that "the state shall encourage non-formal, informal and indigenous learning systems, as well as self-learning, independent, and out-of-school study programs, particularly, those that respond to community needs and provide the adult citizen, the disabled and out-of-school youth with training in civics, and other skills."³⁷

From the Adult Education pioneering efforts in the pre-war years to the creation of the Bureau of Continuing Education in 1982, and to the present Bureau of Non-formal Education, continuing/non-formal education thrusts in the country have from time to time changed, depending on contemporary needs. At present, these program thrusts are: functional literacy, livelihood skills development and values development.

³⁷ 1987 Philippine Constitution, Article XIV, Section 2, Par. 5

Functional literacy has three areas of training, namely: basic literacy, neo-literacy and post literacy. Basic literacy concerns learners at the zero level literacy. Learners who have just finished the basic literacy trainings are usually called neo-literates who, if not given the opportunities to use the literacy skills gained, may tend to revert to illiteracy.³⁸ The third group, the post literates, have program activities intended to continually support and enhance literacy skills. These are mainly in the areas of livelihood skills, development and related programs (vocational and short term courses) primarily conceived to help the government in its economic recovery program.³⁹

These areas of training in functional literacy coincide with the levels of literacy that Sibayan cited, namely: basic literacy, general literacy and specialized literacy. The first level refers to a person's basic knowledge and skills which enables him to engage in community activities. The second level is the kind needed in the vocational/technical areas. It is where a person can read newspapers and magazines and understands instruction. The third level is where a person may be called "elite" in his

³⁸Remegio P. Romulo, "Functional Literacy and Continuing Education in the Philippines," A Paper Presented during the National Orientation Seminar on APPEAL, PNC Library.

³⁹National Manpower and Youth Council

individual field. This is the type of literacy that makes it possible for the people of a nation to profit from all the most advanced kinds of knowledge available to modern man.⁴⁰

Results of the 1994 Functional Literacy Education and Mass Media Survey (FLEMMS) released recently by the National Statistics Office and Bureau of Non-formal Education of the Department of Education, Culture and Sports show that simple literacy rate (SLR) is 95.02 percent. But the country's functional literacy rate (FLR) is 86.53 per cent. It further defines the two terms --simple literacy and functional literacy.⁴¹ Accordingly, simple literacy is the ability of a person to write and read with understanding a simple message in any language or dialect. On the other hand, functional literacy represents a significantly higher level of literacy which includes the numeracy skills. It explains further that the skills must be sufficiently advanced to enable the individual to participate fully and efficiently in community activities. As revealed in the same

⁴⁰Bonifacio P. Sibáyan, "Language as a Resource for Personal and National Development," Paper read at the Seminar on the Role of Language Education in Human Resource Development. SEAMEO Regional Language Center, Singapore.

⁴¹"Filipinos Now More Functionally Literate - Survey," Philippine Star, 4 March 1996, p. 12.

survey, the average functional literacy rate is higher in urban areas than in rural areas.

The educational orientation necessary for answering the plight of the out-of-school youth began after the creation of the Undersecretary for Non-formal Education in May 13, 1977, as provided in Presidential Decree No. 1139, with the late Felicitas Bernardino manning the post.

Asked to explain the program for the youth, the late Dr. Felicitas Bernardino, then, Deputy Minister for Non-formal Education, stressed that the youth could learn anytime, anywhere; be it in school or outside of it. More specifically, she said:

...interest in non-formal education is widely spreading. This interest stems from the increasing awareness of recent years of viewing education no longer as a process either, time-based or place-based. Education is no longer equated with formal schooling. A more functional concept, now being adopted considers education broadly as learning regardless of where, when and how learning occurs.⁴²

It is apparent that planners should have a complete knowledge of the community and the clientele to be served by the program. This idea was supported by Mr. Santiago when he said:

Rural out-of-school learners who are under-privileged, under educated, and overworked are often unable and unwilling to come to classrooms

⁴²Bulletin Today, 13 May 1981, p. 9 col. 4.

to acquire education. Where this holds true, efforts to educate them stands to benefit if education could be interwoven into their life styles. In this connection, effective needs assessment techniques must be developed to discover the interests, needs, problems and aspirations of prospective target learners.⁴³

Undersecretary Tablante of the Department of Social Sciences and Development, defines the out-of-school youth as those who are financially unable to pursue formal school because of poverty. They are the underprivileged ones who usually come from the sub-marginal stratum of society and they lack many basic things in life such as a home, loving parents, schooling, chance to learn skills, affiliation with community association and proper attitudes. He elucidated:

The Out-of School Youth constitutes a large mass of untapped human resources of the more than 12 million Filipinos, about 14.5 million of 24 years of age of the youth population, about 2/3 of the total youth are included in the underprivileged bottom of the country's population.⁴⁴

The youth can be brought into the mainstream by providing them with opportunities to acquire the necessary skills and knowledge for fuller participation in the

⁴³Antonio P. Santiago, "Community Participation and Indigenous Leadership for Nonformal Education," Journal, 12 No. 2 (July-December, 1988).

⁴⁴Statement of Department of Social Service and Development, Undersecretary Nathaniel Tablante, in an interview with Elsa Cinco, as published in Full Text in "Giving Out-of-School Youth the Break," The Freeman Vol. XVIII, No. 173 June 25, 1982, pp.10-12.

development process so that they can achieve greater responsibilities in the planning and implementation of development services.

However, Garcia in his article characterizes the disadvantaged youth as economically handicapped youth, who live in unfavorable environment, and who are frequently of low level of aspiration and reluctant to accept change.⁴⁵

With proper motivation, these concepts and ideas can go a long way to help our leaders channel the energies of our youth to build a happier and a stronger Filipino nation.

"Philippines 2000" has the overall development goal of improving the quality of life for every Filipino through people empowerment.⁴⁶ It thus confirms the role of the out-of-school youth in nation-building. To attain that goal, it takes the concept of empowering them by giving them the opportunity to harness their potentials through functional literacy programs.

⁴⁵Manuel P. Garcia, "An Occupational Programs For Disadvantageous Youth," The Modern Teacher, Vol. XXV, No. 5, October, 1990, pp. 244-245.

⁴⁶NEDA, Philippine 2000: Highlights of the Medium Term Philippine Development Plan, 1993 - 1998, Philippines, p. 1.

Related Studies

Anchored on this idea that the Filipino youth are the key elements in political, social, economic and cultural development and as such they have been the nation's primary concern because they are the pillars of the country and upon them rest the future of the Philippines, the following researches have been considered.

Youth cohesiveness and positivism was shown in their involvement with a meaning attached in the activity even if disparity in home background was evident. Despite their differences in attitudes toward school and society, they shared a capacity to identify collectively with the youth's participation project. This was underscored in the study of Corso.⁴⁷

Corso's study showed how potent the youth could be if only given the chance to harness their talents and abilities. This is what the researcher would like to provide the youth in her study.

In a study of Davidson, women in greater number got interested with skill enhancing programs and activities and

⁴⁷Dennis Michael Corso, Ed.D. "A Qualitative through In-Depth Interviews of the Nature and Meaning that Adolescents from Various Social-Racial-Ethnic Backgrounds Make of their Involvement in a Youth participation Project," (Unpublished Dissertation, University of Massachusetts, 1984).

that age group of 40-60 comprised the largest percent of the enrolment. Knowledge acquisition was the most important reason for adult enrolment, followed by social welfare which indicated a desire for improvement of human relations and community positions; then escape stimulation and the last was the factors on institutional information."⁴⁸

The above studies are closely related to the present study since among their objectives are to get a clear profile of their out-of-school youth. However, the present study got the profile as basis for a proposed functional literacy program for them. Furthermore, the present study ventured into other aspects of the out-of-school youth, like their literacy performance, self-concept, exposure to reading materials and aspirations.

In a study undertaken by Adams, he investigated the effects of adverse rich factors such as childhood poverty and poor parenting, on the cognition and behavioral/emotional development of children between the ages 10 - 16 in 1990. The results suggested a number of productive factors that can be developed by parents, educators, and policymakers to reduce the many adversities children

⁴⁸James La Rue Davidson, Ed.D. "Motivational Characteristics of Adult Learners at the Rural Arizona Community College," (Unpublished Dissertation, Northern Arizona University, 1983).

currently face. Successful interventions such as developing a child's cognitive abilities and self-esteem, should be explored to enhance children's full development.⁴⁹

A two-year study, investigated the literacy background and current literacy activities of two women and one man. Using interactive methods, such as participant observation and interviews, and non-interactive methods by collecting reading and writing artifacts, the results of the study described the holistic process of learning and demonstrating literate behaviors at home, at work and illustrated the role that literacy played in shaping the context of the participants' lives. The findings suggested that literacy could not be separated from the context in which it appeared, nor could be separated from the personality, history, goals, life issues and problems of the people involved. The literate behaviors of the participants indicated that each of them used signs in the contexts of their lives to reflect and create who they were.⁵⁰

⁴⁹Richelle Janacen Adams, Ph.D. "Youth in Crisis: An Examination of Average Risk Factors Affecting Children's Cognitive and Behavioral/Emotional Development, Children Ages 10-16," (Unpublished Dissertation, University of Texas, Dallas, 1995).

⁵⁰Lorraine Ann Neilsen, Ph.D. "Literacy for Living: What Literacy Means in the Lives of Three Adults," (Unpublished Dissertation, University of New Hampshire, 1988).

The findings of the abovementioned study reaffirm the idea of O'Gorman on development. In his work, he considered development as the unity of action and reflection through which people bring about the transformation of the world by their work and by their intervention in unity to direct socio-economic progress toward the common good. This was his expectation in the study on Participation Development: the Socio-Kinetic of Praxis.

The results showed that indicators were contingent on the participants' intention of marginalization. Perceived social reality was expressed in terms of felt needs, neighborhood needs connected with society and with structural causes of problems.⁵¹

On the manner of assessing community needs, Amirsaputra recommended that this should be conducted from either the leader or non-leaders, through interview or group approach. Moreover, since the quantity of community needs derived from villagers varied significantly on the basis of their educational background, sex and leader/non-leader status, the sampling form of a community needs assessment should

⁵¹ Frances Elsie O'Gorman, Ph.D. "Participatory Development: The Socio-Kinetics of Praxis" (Unpublished Dissertation, Michigan State University, 1989).

take into account these variables.⁵²

This study of Amirsaputra bears similarity to the present study because both include community needs assessment as prerequisites to any community development program.

The above findings are strengthened, further, by Willet-Getsinger when she proposed the following specific strategies which can facilitate the organization of community program in rural areas, to wit:

1. A thorough gathering on the community must be made before organized activities are scheduled;

2. Local leadership must be identified very early, and the leadership must be actual in and sensitive to the unique character of the community, and must possess good administrative skills;

3. A broad-base advisory board must be established form a wide variety of community groups;

4. The goals and objectives for the program must be defined by a representative membership, not by one person;

⁵²Muhammed Romli Suparman Amirsaputra, Ph.D. "Selected Variables Involved in Assessing Community Needs in Two West Java Villagers," (Unpublished Dissertation, Michigan State University, 1979).

5. Activities with a high probability of success must be executed at the early stages of the program.⁵³

Educational needs are felt by everyone despite one's age. The need is felt especially when growth along this area contributes to one's own economic productivity. On this aspect it is of value to study the motivational characteristics of the out-of-School Youth of Calbayog City in order to address rightly their motivational needs and interests.

Nonformal education has been undertaken also in developed countries like the United States. In fact it has started even before its inception here in the Philippines in 1977 as mandated by Presidential Decree No. 1139.

Such phenomenon was supported by Karunaratne's study which looked into the problem of rural development from the point of view of non-formal education identifying the following valuable fundamental processes used in planning: community development extension, conscientization, discussion and deliberation, self-help, leadership development, sequences of decision-making, non-industrial

⁵³Margot Willet-Getsinger, Ed.D. "Arts for Communities Saske: An Analysis of Organizational Strategies in Community Development in Rural Areas," (Unpublished Dissertation, Univesity of Massachusetts, 1979).

communication, functional literacy and participation.⁵⁴

The findings were to the effect that these processes could be more effectively be used to achieve the goals of rural development if the administrative structure was more integrative. If there was more horizontal communication, as approved to vertical communication and there was more decentralization.

Furthermore, the study revealed that the use of the above-mentioned processes would lead the people to become partners in development.

The aforementioned study is quite similar with the present study for both take into consideration rural development efforts through non-formal education. However, the present study appears different from the previous study because of clientele --the out-of-school youth of Calbayog City, while the former takes all the people in the rural community. The present study too, shall plan a functional literacy program based on the data/results of the instruments, considering the needs, aspirations, work values and attitudes, etc.

⁵⁴Garvin Alfred Mananderi Karunaratne, Ph.D. "The Role of Nonformal Education in Alternate Rural Development Models: A Critical Analysis," (Unpublished Dissertation, Michigan State University, 1979).

The status, problems, needs and interests of the out-of-school youth in the province of North Cotabato, were the subjects of a study conducted by Escomes. His findings revealed that the youth had pleasant and wholesome recreational activities. The boys were interested in basketball and other ball games while the girls were interested in listening over the radio and watching television. Few were interested in painting, playing the guitar and the accordion. There were, however, some out-of-school youth who did not have any leisure time activities. Many were too pre-occupied with undertakings in order to help solve some of the economic difficulties of the family. According to him the needs of the out-of-school youth as ranked were: a) go to school for further education; b) help family have better living condition; and c) earn money to make them independent.⁵⁵

On the other hand, the present study did not only investigate the interests and needs of the subjects but it attempted to find out their personal, educational, family background and their plans for the future as bases for the proposed functional literacy program.

⁵⁵Luis Escomes, "A Study of the Status, Problems, Needs and Interests of the Out-of-School Youths in the Province of North Cotabato," (Unpublished Master's Thesis, University of North Eastern Philippines, North Cotabato, 1984).

Similarly, a study made by Quindipan aimed to survey and analyze the characteristics, occupational preference and problems of the out-of-school youth in order to draw a profile of this group on a district level. It further tried to investigate the relationship of their occupational skill preferences to their age, sex, educational attainment, marital status and residential location. The findings of the study are the following:

1. There were more males than females out-of-school youths and majority were single, with a mean age of 10.7 years old. The common religious affiliation was Roman Catholic. Most were living outside the poblacion and were born in their present residences.

2. The average educational attainment was elementary graduate having dropped out after graduation from the elementary level. Only 3 out of 10 finished high school.

3. Most of the out-of-school youth's parents had low educational attainment, having finished elementary only. The fathers, evidently, were more schooled than the mothers. Most of the mothers were housekeepers and farm helpers while most the fathers were farmers.

4. All of the respondents readily expressed desire to acquire some if given a chance. The occupational preferences

were tailoring, animal production, dressmaking, electronics and handicrafts.

5. Many aspired for college degrees and more than one-half wanted technical or vocational courses.⁵⁶

The immediately preceding study also analyzed the demographic characteristics, occupational preferences and problems of the out-of-school youth. Similarly, the present investigation also dealt with the above-mentioned aspects except that it did not discuss the problems of the respondents. Moreover, the present study made an analysis of the respondents' aspirations, work values and attitudes and life expectations in order to draw a relevant functional literacy program which could help answer their problems.

Considering the different human needs of the Out-of-School Youth, Aguitte undertook a study on the needs of the drop-outs in the district of Pamplona. Her study included an understanding of their own personal characteristics, adjustment to school work in terms of learning and social adjustment.⁵⁷

⁵⁶Salvador N. Quindipan, "Occupational Skills of the Out-of-School Youths in Narvasan South, Nagbutol District: Their Implication to the Non-Formal Education Program," (Unpublished Master's Thesis, Pangasinan State University, Pangasinan, 1983).

⁵⁷Magdalena B. Aguitte, "Needs of Identified Drop-outs in the Public Elementary School in the District of Pamplona, Division of Cagayan, Region II," (Unpublished Master's Thesis, North Western Christian College, Laoag City, 1981).

Such study is similar to the present since both ventured on needs of the out-of-school youth. However, they differ on their clientele in as much as that the former did not consider their ages while the latter considered only 15-24 out-of-school youth.

The need for skills development of out-of-school youth, was the subject of Delantar's study. The following were his conclusions.

1) There is a need for the clientele group to undergo vocational skills training, so that they will be able to engage in self-employment. In this way, they will be able to raise their income;

2) Since the perceived need of the respondents were employment and sufficient food productivity, there is a greater need to offer varied skills courses organized by the administration and the teachers.⁵⁸

Aguitte's and Delantar's researchers bear similarities with the present study in its anchorage that whatever needs when met or satisfied will bring fulfillment on the individual like the out-of-school youth.

⁵⁸Oprecilia F. Delantar, "The Non-Formal Education in the Sub-Province of Biliran, Leyte: Its Implication for Countryside Development" (Unpublished Doctor's Dissertation, DWU, Tacloban City, 1984).

The study conducted by Dr. Lydia Lalunio, on the other hand, focused on the literacy of school drop-outs of Barangay San Jose, General Mariano Alvarez (GMA), Cavite. The study has four areas of concern, namely: the profile of the Out-of-School Youth, their literacy performance, analysis of the misuse in their oral reading and individual case studies that explained differences of literacy achievements. Findings of the study revealed that their IQ and number of years in school are highly associated with literacy performance in high school. It appeared, therefore that those who had higher mental ability had better literacy performance than those who had lower IQ. Likewise, those who stayed longer in high school generally showed better performance in literacy. However, with the elementary level, the number of years of schooling was not a predictor to literacy. Taking into account individual cases, the factors that strengthen or weaken literacy such as interest, motivation, type of work, number years in the job requiring literacy, relation with other people and availability of reading materials are more important than the number of years of attendance in school.⁵⁹ These findings are

⁵⁹Lydia Lalunio, "Assessment of the Literacy of School Dropouts of Barangay San Jose General Mariano Alvarez (GMA), Cavite," (Unpublished Doctoral Dissertation, Philippine Normal University, 1992)..

correlates to the saying, "Experience is the best teacher."

Based on the results, the researcher recommended that nonformal classes in literacy should be more functional. She further suggested that trainers should identify their needs, resources of the community and involve the people in planning the things they need to learn in literacy classes.

The aforecited study is similar to the present study in as much as it assessed the literacy capabilities of the out-of-school youth of Calbayog City

Among the issues which the human resource experts would like to take interest on with the out-of-school are their work values. Cacdoc conducted a study on the difference in work values of Non-formal Education (NFE) clientele in Mandaluyong, Metro Manila. The following were her findings:

1. Both male and female NFE respondents value highly work that is challenging as well as high paying. The male respondents also consider highly smooth interpersonal relations in their workplace while the female respondents showed great concern towards the welfare of their families.

2. The NFE respondents slightly vary in their work values by age group. The general trend points out to the

measure the work values of the respondents with their results both showing great concern for family and interpersonal relationships. Their differences, however, lie in the respondents and other facts, since the former used the NFE clientele composed of youth and adults, while the latter focused on the out-of-school youth whose ages ranged from 15-24. Furthermore, the previous study matched work values with age, civil status, educational attainment and monthly family income. The present study did not consider civil status because its respondents were single out-of-school youth only, disregarding the married ones. In addition to this, age, educational attainment and socio-economic status were matched with their literacy performance in the Filipino and English Tests, excluding the work values. However, in the null hypothesis, Cacdoc's study showed, there was no difference in the work values of the respondents when compared with selected variables; while the present study showed significant differences between the norm means and the actual means of the work values and attitudes of the out-of-school youth, which imply that the respondents have positive work values and attitudes necessary for the development of work skills and abilities.

Likewise, Regis investigated on the difference in work values and motivational pattern of students in Cooperative

Education (COE) at the Rizal Technological Colleges. The following findings were revealed:

1. The work goal and life interest patterns of the COE students are predominantly attached to those of the lower-level needs.

2. The male COE students tend to be materialistic in their lifestyle, but they emphasize smooth interpersonal relations in work environment. The females, on the other hand, are competitive, task-oriented and show strong attachments to family ties.

3. The COE students in all age groups show similarities in some of the work value aspects and motivational patterns. They seek freedom, opportunity, fair dealings, diversified activities, work output and new ideas in work, have strong drive towards career, group conformity, competition and safety needs and go for pleasant atmosphere and variety in work.

4. COE students belonging to small families are very ambitious, have goals in life and look forward to opportunities for fulfillment in the work environment.

5. There are significant differences in the work values and motivational patterns of the COE students in terms of sex, age, size of family, ordinal position in the

family and professional and educational attainment of the parents, particularly the fathers.

6. COE students whose fathers are professionals, with high educational attainment, prefer a variety of important goals, such as self-reliance, financial stability, social status and friendship and appreciation of beauty.⁶¹

The studies of Cacdoc and Regis made use of Super's Work Values Inventory to measure work values while the present study made use of Filipino Work Values Scale.

Specifically, Regis' study is related to the present study for it measured the work values of its subjects.

Another initiative focused on work values and work attitudes was that of Mahayag. She made a study of the senior college students in Vocational Education and Technology Department (DVET) of Tiburcio Tancinco Memorial Institute of Science and Technology, with the use of Filipino Work Values Scale and its relation to their achievement. The following were her findings.⁶²

⁶¹Paz S. Regis, "Differences in Work Values and Motivational Patterns of Rizal Technological Colleges Cooperative Education Students by Non-Intellective Variables", (Unpublished Dissertation, Rizal Technological Colleges, 1985).

⁶²Salvacion Onez Mahayag, "Work Values and Work Attitudes of Students In Vocational Education and Technology Department of TTMIST: Its Relation to Achievement", (Unpublished Master's Thesis, Tiburcio Institute of Science and Technology, 1993).

1. The average age of the students enrolled in VET shop courses is twenty years old.

2. There were more male than female students, the highest number of which were from the Automotive Technology and the lowest came from the Home Technology.

3. Of the work values, the respondents gave the highest importance to religious with material work values as the ranked tenth. Work values were not significant to certain extent.

4. The students have positive attitude towards work.

5. They showed good performance in shop courses; thus achievement was significant to a certain extent.

6. There was a significant relationship between work values and attitudes and achievement.

This study is directly related to the present study because both used the Filipino work values Scale in determining their work values and attitudes. Both studies, too, took their profile of age and sex. However, they differ in their subject/respondents because the latter used the out-of-school youth while the former delved with in-school youth. The present study also revealed that positive work values can influence much the out-of-school youth in their desire to learn well skills which can help improve their way of life.

For her part, Encarnacion came up with a proposed community based non-formal education for the out-of-school youth. The proposal was based on the results of the survey of the prevailing socio-economic conditions and status of the out-of-school youth of the municipality of Kabasalan, Zamboanga del Sur. She designed an integrated skills training course for leadership and community empowerment. These were aimed at the inculcation of skills and knowledge for the development of the youths, as well as effective involvement of the youths in the improvement of the community.⁶³

The aforecited studies are similar to the present study since its proposed community-based non-formal education for the out-of-school youth, was based on the results of the survey of their prevailing demographic profile. However, it differed from the present study, since the latter considered the literacy status of the out-of-school youth.

Another study about non-formal education, was conducted by Galicha. The purpose of the study was to identify the priority needs of the adults and youths of Odiongan, South District and their implication to non-formal education

⁶³Paz M. Encarnacion, "A Proposed Non-Formal Education Program for Selected Out-of-School Youth of Kabasalan, Zamboanga del Sur," (Unpublished Dissertation, University of San Carlos, Cebu City, 1981).

program.

The investigation revealed that there were no illiterates among the respondents. Most of them were grade six graduates while those who attended secondary and college education were school leavers because of poverty. Under the educational needs, the respondents revealed their first three "urgently needed" occupational skills which were woodcraft, bamboo craft, and pottery. The first three priority skills which they signified as "more needed" were welding, radio repair, canning and food preservation. "Needed only" were plumbing, construction and exterior decoration.

All the respondents expressed their desire to go back to school but for short-term courses only.⁶⁴

The above study in its attempt to discover the priority needs of the out-of-school youth, revealed the hobbies and the needed occupational skills of the respondents. However, it did not include the educational aspirations of the out-of-school youth.

The study of Galicha is similar to the present study because of its focus on needs of the out-of-school youth.

⁶⁴Libertad Galicha, "Priority Needs of the Out-of-School Youths and Adults of Odiongan South District, Division of Romblon: Its Implication to Non-formal Education," (Unpublished Master's Thesis, Eulogio "Amang" Rodriguez Institute of Science and Technology, Manila, 1983).

Guerrero, of the Institute of Social Work and Community Development, conducted a research in order to determine the goals and objectives of 87 out-of-school youth programs, the extent the programs were reaching their goals, and the kind of results being achieved by the different types of programs. According to the preliminary report of this study, the goals and objectives of the program assessed were predominantly economic in nature, where skills and employment predominate. A good percentage of the clientele were unhappy about being out-of-school youth, expressed high educational aspirations and would like to go back to school. As to how employables were the graduates of these programs, he reported that 54.7 percent have been reported to have been unemployed or not working after training and less than one half were engaged in related occupations.

A study on the employment status, occupational aspirations and training needs of rural out-of-school youth in some selected barrios of Nueva Vizcaya was conducted by Estrella. Her findings revealed that more out-of-school youth aspired for non-agricultural occupation. Most of those helping in household chores aspired for vocational, non-agricultural, and technical courses. Almost one hundred percent of the out-of-school youth was willing to participate in vocational training programs such as

dressmaking, tailoring and handicrafts. She revealed further that majority of the respondents were unemployed.⁶⁵

The above has some bearings on the present investigation because it discussed the training needs of the subjects. However, the contents of the present study included a wider description of the respondents' profile, literacy status, resources, opportunities and aspirations.

An attempt to show the efficacy of the systems approach in planning occupational training skills programs for the out-of-school youth in Ilocos Norte was made by Palafox. The study presented a scientific planning methodology including reliable techniques and tools employed in systems analysis. The training programs were planned following the basic steps on systems analysis and management. They are: a) assessing the needs; b) defining the objectives; c) determining resources; d) generating alternatives; e) soliciting the best alternative; f) trying out the alternatives...solutions; g) evaluating the try out; and h) revising. Based on the information gathered through the different techniques, the study revealed that the training program planned using this approach was able to increase the

⁶⁵Salvador Guerrero, "An Assessment of the Out-of-School Youths Programs in the Philippines," A Preliminary Report Prepared for the National Seminar-Workshop on Out-of-School Youths Development, UP. ISWCD.

number of out-of-school youth who possessed the occupational skills and who can now join the country's labor force. Efficient management of the training resulted in maximum utilization of the facilities and manpower resources of the formal educational system. To some extent, the study was able to forge a slow relationship between the two sectors. Since the study was able to ease the economic and social lags of the communities involved through changed values and interests exhibited by the participants, the investigator recommended the use of the system approach in planning trainings of similar nature.⁶⁶

Although the previously mentioned study partially dealt with the existing needs of the out-of-school youth, the prime concern of the researcher was the effectiveness of the systems approach in planning occupational skills. The present study may adopt this planning strategy. In fact, the researcher in her study tried to get a clear picture of who and what are the out-of-school youth of Calbayog City, ages 15-24 for her to be able to draw out a functional literacy program which would really address their needs and help Calbayog's development efforts.

⁶⁶Jesus M. Palafox, "Planning Occupational Skills Training Programs for the Division of Ilocos Norte: Its Systems Approach," (Unpublished Doctoral Dissertation, Centro Escolar University, Manila, 1982).

Similarly, Mr. Arturo B. Cuico, conducted the research which determined the extent of implementation of the different vocational skills as offered by Baybay South District. Such results were used as bases for an improved value-oriented Nonformal Education Program in that part of Region VIII.⁶⁷

Still another study related to planning for non-formal education program was conducted by Beltran (1981) based on the economic profile of Cabanatuan City. Her study covered the seventy-eight barangays of the city. On the basis of her findings she concluded, that more than half of the households were considered under subsistence living based on the household average per capita income. And these out-of-school youth with their limited skills are contributing to the socio-economic problems of the country. In this connection, she recommended that education and training should be strengthened and must be based on the felt needs of the people in the community. Furthermore, the On-the-Job Training (OJT) should be provided with different skills for the out-of-school youth and adults to undertake.

⁶⁷Arturo B. Cuico, "An Assessment of the Livelihood Skills Development Program and the Extent of these Implementation In Baybay South District Division of Leyte: A Basis For an Improved Values-Oriented Non formal Education Program, 1986-1987," (Unpublished Master's Thesis, Cebu State College, Summer 1987).

Full support and cooperation of shops and factories should be initiated towards the provision of on-the-job training.⁶⁸

Although the aforementioned research concentrated on the planning of programs based on the economic profile of the city and dealt with the out-of-school youths as clientele of the programs, it did not discuss with depth the profile, the aspirations and work attitudes, which could be the bases for the proposed community-based functional literacy program in the present study.

The researcher's assumption about the out-of-school youth and the technical-vocational programs for them which were conceived, planned and funded by our government dropped on barren soil and were eaten by birds that saw them. This was so because the strategies in the system analysis were not observed by the planners. In the end, nobody profited from them. It seemed that out-of-school youth were plunged into something which was not of their choice but of the government's, with the hope that eventually they would like them and make use of them for their own improvement and development.

⁶⁸Trinidad V. Beltran, "Socio-Economic Profile of Cabanatuan City: Basis for a Proposed Revitalized Non-formal Education Program," (Unpublished Doctoral Dissertation, Wesleyan University-Philippines, Cabanatuan City, 1981).

In the study conducted by Ermac, she ventured into the relationship of the clientele's performance and teacher's preparation, their implication to continuing education of the out-of-school youths and adults.⁶⁹

This aforecited study is quite different from that of the present research since the former is an evaluation of an existing literacy program for the out-of-school youths and adults which focused on reading, writing, and arithmetic through the DECS's project "Magbasa Kita," which makes use of the monosyllabic method involving the use of sounds and the combination of sounds as the basic unit. However, the present study shall start where the clientele are, considering the needs, self-concept, aspirations and interests, thus the profiling and testing of the out-of-school youths.

The extent to which barangay officials have involved themselves in providing out-of-school youth with opportunities for development has been a subject of several studies. One such work was that of Notarte. In her findings, she revealed that participation of barangay officials and even of government officials in Amlan and

⁶⁹Linda M. Ermac, "The Status of the Literary Program in Terms of the Clientele's Level of Performance, the Teacher's Preparation and Problems Encountered in the School District of Consolacion," Continuing Education of the Out-of-School Youths and Adults," (Unpublished Master's Thesis, Cebu State College, August, 1983).

Valencia District of the Division of Negros Oriental was inadequate. This was viewed in Notarte's study as lack of cooperation from this sector.⁷⁰

In general, barangay officials play key roles in any intervention that may be undertaken with out-of-school youth. For this particular study, the researcher saw to it that they be given special attention by making them part of the study either as subjects or respondents.

⁷⁰Celedona Zosa Notarte, "Survey in the Implementation of the Nonformal Education Program in the Private and Public Secondary Schools in the Division of Negros Oriental 1980-1985," (Unpublished Master's Thesis, Villaflora College, Tangay, Negros Oriental, 1987).

Chapter 3

METHODOLOGY

This chapter deals with the methods and procedures used in answering the problems posed in this study. It presents the research design, subjects/respondents of the study, the instruments to be used in gathering the data, the sampling procedure as well as the statistical treatment to be utilized in the data analysis.

Research Design

This study utilized the descriptive-correlational method of research which made use of a structured questionnaire composed of two parts, English and Filipino Literacy Tests, Culture-Fair Intelligence Test, Tennessee Self-Concept Scale and Filipino Work Value Scale as instruments to elicit pertinent data to answer the problems raised in the study.

The aforementioned instruments were administered to the Out-of-School Youth while Part II of the structured questionnaire was administered to the Sanggunian Kabataan Chairmen, selected heads of Government Agencies and People's Organizations. A waray translation of Part II of the questionnaire was also administered to the Barangay

Captains/Representatives, after it was subjected to pilot testing, dry-runs, improved and modified. This portion included the inventory of community needs, occupational skills, community resources, employment opportunities community problems encountered and their suggested solutions of Calbayog City.

The assessment of the status of the functional literacy of the out-of-school youth was made by analyzing their literacy performance in the English and Filipino Literacy Tests; their self-concept in the Tennessee Self-Concept Scale; their work values and attitudes as shown by the Filipino Work Values Scale. A profile of the out-of-school youth was drawn according to age, sex, educational attainment, occupation, socio-economic status, interests, aspirations, work values and attitudes, reasons for dropping out, exposure to reading materials, work experience and plans for the future. Accordingly, these aspects on the profile were used to characterize the out-of-school youth.

In order to elicit anchorage of a proposed functional literacy program for the out-of-school youth, a systems analysis was made on the interrelated and interacting components of the study.

Subjects/Respondents of the Study

This study considered the following subjects/respondents:

Out-Of-School Youth. They were three hundred seventy-five (375) individuals whose ages ranged from 15 - 24 years old, single, coming from the one hundred fifty-seven (157) barangays or seven (7) school districts of Calbayog City. They were administered the English and Filipino Literacy Tests, the Culture-Fair Intelligence Test, the Tennessee Self-Concept Scale and the Filipino Work Values Scale. They also answered the structured questionnaire of the study.

Barangay Officials. From the one hundred fourteen (114) barangays involved in the study, their Barangay Captains and SK Chairmen were respondents of this study. Although the latter answered the structured questionnaire in English, the former perused the waray translation prepared by the researcher.

Government Agencies. These were offices of the national and Local Government Unit (LGU) which have access to the welfare programs and services for the out-of-school youth of Calbayog City, namely: Department of Interior and Local Government (DILG), City Social Welfare and Development Office (CSWDO), City Agriculture Office (CAgO), City Population Office (CPO), School's Division and Districts

Non-Formal Education Offices (NFE). Each of these government agencies represented by its head totaled to fourteen (14) respondents. They were requested to answer the structured questionnaire in English.

People's Organization. The researcher identified two (2) established people's organizations operating on a city coverage. These were the Western Samar Development Foundation (WESADEF) and Calbayog Women's Organization (CWO). They are considered as having legal personalities because they are registered either with the Security and Exchange Commission (SEC) or Department of Labor and Employment (DOLE), respectively. Each of these PO's identified a representative if not the head to answer the structured questionnaire of the study.

Sampling Procedure

From the five thousand four hundred fifteen (5,415) out-of-school youth ranging from 15-24 years of age, the study considered only three hundred seventy-five (375), one hundred fourteen (114) Sanggunian Kabataan Chairmen and 114 Barangay Captains.

The researcher used the formula of Sloven as cited by de Leon and Pagoso in determining the sample size of the

barangays and population, viz:⁷¹

$$\bar{n} = \frac{n}{1 + Ne^2}$$

where :

n = refers to the sample size

N = refers to the total head count of the
target group population size

e = refers to the desired margin of error
which is set at .05 in this study.

Table 1 shows the distribution of the out-of-school youth, the barangay officials, comprising of the Sanggunian Kabataan Chairmen and Barangay Captains, selected Government Agencies, and People's Organizations in the seven educational districts of Calbayog City for consideration in this study.

After getting the desired sample sizes, the researcher subjected them to a lottery sampling with replacement to identify the specific barangays, Barangay Captains and SK Chairmen including the out-of-school youth. The fish bowl technique for purposes of random sampling was resorted. The names and addresses of the prospective subjects/

⁷¹Cynthia R. Guerrero de Leon and Cristobal M. Pagoso, Elementary Statistics and Probability. (Manila: Sinagtala Publishers, Inc., 1978) p. 52.

Table 1

Distribution of the Out-of-School Youth, Sanggunian Kabataan Chairmen,
Brgy. Captains, Selected Government Agencies and People's Organization
Subjects/Respondents of the Study

DISTRICT	No of Brgys.	Sample Size of Brgys.	Out-of-School		S.K Chairmen	Brgy. Captains	Gov't Agencies/ Peoples' by.	Total Subjects/ Res.
			Popula- tion	Sample Size				
Calbayog I	19	14	361	25	14	14	1 DILG	54
Calbayog II	27	19	584	40	19	19	1 CSWDO	79
Calbayog III	23	19	375	28	19	19	1 DA	67
Tinambacan I	13	9	576	40	9	9	1 POP COM	59
Tinambacan II	13	9	961	66	9	9	8 NFE-DC	92
Oqunedo I	25	18	370	25	18	18	1 WESADEF	62
Oqunedo II	37	26	2,188	151	26	26	1 Women's	204
TOTAL	157	114	5,415	375	114	114	14	617

respondents were written on pieces of paper, rolled and placed in a box, after which they were drawn until the sample size was completed. For each draw, the name and address of the drawn respondent were noted by the researcher, then the paper was rolled again and placed back in the box. Replacement of the drawn names was done all throughout the lottery to ensure that all the members comprising the target population would have equal chances of being selected as subjects/respondents in the study, thereby generating normal distribution of the data.

However, purposive sampling was used for the government agencies since the departments/agencies concerned were identified at hand, viz: DILG, CSWDO, CAgO, CPO, School's Division and District Non-formal Education Coordinators, WESADEF and Calbayog Women's Organization, a total of fourteen (14) respondents. Summing up, the total respondents of this study were six hundred and seventeen (617).

Instrumentation

Since the focus of this study was to assess and evaluate the functional literacy status in order to draw up a functional literacy program model for the out-of-school youth of Calbayog City, the researcher used varied

instruments to solicit information about them, to answer the specific problems and test the hypotheses as postulated in this study. The out-of-school youth were subjected to the following standardized instruments, to wit:

Culture-Fair Intelligence Test. The first instrument administered to the out-of-school youth was the Culture-Fair Intelligence Test (CFIT-Scale 2). It measured their mental ability. It was a non-verbal intelligence test that required the examinees to perceive relationships in shapes and figures. It was designed in such a manner that it lessened the influence of verbal fluency, cultural climate and educational level. Consequently, this was best suited to the Out-of School Youth of 15-24 years old. The test was administered with the help of the ever accommodating psychometrician of the Tiburcio Tancinco Memorial Institute of Science and Technology who had to go from one center to another to meet with the OSY waiting for their turn to be tested. The test with 46 items was taken in 12 1/2 minutes and was administered to them in groups by district.

Tennessee Self-Concept Scale. This was the 100-items Filipino version of the Tennessee Self-Concept Scale with the English version below each item. The responses were choices between 1-5 scale where:

1 - Hinding-hindi totoo (Not Very True)

- 2 - Higit na hindi totoo kaysa totoo (Untrue)
- 3 - Medyo hindi totoo at medyo totoo (Neutral)
- 4 - Higit na totoo kaysa hindi (True)
- 5 - Totoong-totoo (Very True)

English and Filipino Literacy Tests. These were standardized literacy tests to assess the literacy performance in English and Filipino of the out-of-school youth. These were constructed and had passed series of validations to establish their validity and reliability by Dr. Lydia Lalunio, Program Director for Rural and Urban School Dropouts, Philippine Normal University, Manila. These two sets of tests of 100 items each evaluated the skills in language and writing, reading and mathematics. The same skills were tested in Filipino, however, the Filipino was not a translation of the other. They were intended for elementary, high school and college Filipino leavers; hence, the skills were taken from the Minimum Learning Continuum (MIC) and the Desired Learning Continuum (DLC). These tests were administered to the OSY personally by the researcher who acted as the examiner and the Social Workers of the particular barangay acted as proctors.

Filipino Work Values Scale (FWVS). This was a standardized instrument in Filipino version developed by Ms. Vicenteta M. Cervera of the University of the

Philippines. This was designed to determine the Filipinos' motivation towards work, consisting of 80 items and accomplished in 15 to 20 minutes. The instrument covered the following sub-scales: environmental, familial, intellectual achievement oriented, interpersonal, managerial, material, occupational, organizational, religious and variety. This was answered by the Out-of-School Youth whose results were used as one of the bases for the functional literacy program for them. The responses were choices between 1-5 scale, where:

- 1 - means Hinding-hindi mahalaga
(Not Very Important)
- 2 - means Hindi Mahalaga (Unimportant)
- 3 - means Niyutral (Neutral)
- 4 - means Mahalga (Important)
- 5 - means Mahalagang-Mahalaga (Very Important)

Questionnaire. This was prepared and designed so as that it could solicit or measure, what it intended to solicit or measure, more particularly, to secure the data which answered the questions posed in the study. This consisted of two parts.

Part I contained items which should give the profile of the Out-of-School Youth. This was answered by the Out-of-School Youth themselves by checking the options or choices from the following aspects: age, sex, educational

attainment, occupation, interests, aspirations, exposure to reading materials, reasons for dropping out, work experience plans for the future. The socio-economic status of parents which were quantified by numerals or score points added up were interpreted as follows:

Above 20 points	- upper class
10 to 20 points	- middle class
below 10 points	- lower class

Part II was an inventory of community needs, occupational skills, community resources, employment opportunities, community problems encountered and their suggested solutions expressed in English. This was answered by the respondents composed of the out-of-school youth, the Sanggunian Kabataan Chairmen, selected Government Agencies and People's Organizations concerned with the youth; while the waray version was answered by the Barangay Captains. the restructuring/modification of the questionnaire.

Validation of the Instruments

With the varied instruments used in the study, only the questionnaire was submitted for validation to ensure its answerability, objectivity, understandability and to check flaws in the items and directions therein. This was so because the other instruments were standardized tests.

First it was subjected to expert validation or face validation. A group of ten government personnel from DILG, --Calbayog City, Municipalities of Sta. Margarita and Gandara-- the City Community Affairs Office, Sanggunian Kabataan Federation, the City Social Welfare and Development Office and the City Planning and Development Office was constituted to form as the validation team. The team suggested to keep the English version for the out-of-school youth, Sanggunian Kabataan Chairmen, selected government agencies and people's organizations. For the barangay captains, a waray dialect translation was recommended and a spelling out for them the slots for "others". Several members of the group expressed their apprehensions on the lengthy phraseology of the waray version brought about by the nature of the dialect. However, Director Manuel Lagrimas of the DILG-Calbayog, assured the researcher that his field personnel would assist the barangay Captains in answering, since the DILG-Calbayog has a good access to the barangay captains.

Concerned with the validity of the questionnaire, it was subjected to pilot testing and dry-run among 25 Pag-asa Youth Association (PYA) Federation officials/respresentatives and 15 Barangay Captains from the Municipality of Gandara, Samar, through the Municipal Local and Interior Government

Operations Officer. The choice for these groups were so because they were the most representatives of the respondents.

It was only after the dry run as pilot testing of the questionnaire when it reached the identified respondents of the study.

Data Gathering Technique

Having learned of the series of consultations of the DILG - Local Office with the barangay officials, particularly the Barangay Captains, the researcher deemed it very appropriate to seek the help of Director Manuel Lagrimas in securing the cooperation and assistance of every barangay respondent of the study, to include the Barangay Captains, Sanggunian Kabataan Chairmen and the out-of-school youth. Through a letter and a personal appeal with the City Director of DILG, and convinced of the need of the study, the researcher was given the time to talk to the barangay officials, particularly, the barangay captains in one of their gatherings to explain the objectives and mechanics of the study, including the research instruments for them. From there, the validated instrument was distributed to the 114 identified barangay captain-respondents to be answered but were assisted by the

DILG barangay workers. Definite deadline was given them by the office.

For the sanggunian kabataan chairmen, the researcher approached the SK Federation President to give her time to explain the study to his constituents, who were the respondents of the study. After this, copies of the validated questionnaire were distributed among them and deadline was again set for the retrieval of the forms.

In the case of the out-of-school youth, names addresses were identified using the fishbowl technique. The seven educational districts were subdivided into 16 centers to accommodate the 375 out-of-school youth coming from 114 barangays. With prior arrangement, the Social Workers of the City Social Welfare and Development Office did not find difficulty in contacting the out-of-school youth to go the convergence centers/points facilitative to the subjects/respondents of the study.

To facilitate the administration of the testing instruments, as well as, the fast retrieval of the questionnaire, the researcher had drawn a prior approved schedule of testing for every center. Due to the various tests to be administered, the OSY had to stay the whole day at the center.

To ensure the validity, reliability and objectivity of the standardized test, the Culture-Fair Intelligence Test was administered to the subjects of the study by the psychometrician of the TTMIST. However, all the other instruments were administered and supervised by the researcher herself, including the questionnaire which was supplemented with a structured interview. However, retrieval of the questionnaire was coursed through the Social Workers of the respective barangays. Correcting of the answer sheets and collating of the data gathered were done personally by the researcher.

Statistical Treatment of Data

The data were gathered through the use of standardized tests such as the Culture Fair Intelligence Test, Tennessee Self-Concept Scale, Filipino Work Values Scale (FWVS), Filipino and English Literacy Tests, and validated questionnaire statistically treated and interpreted to answer problems postulated in the study.

Frequency counts, percentages and ranks were used to answer questions on profile of the out-of-school youth, community needs, occupational skills, community resources, employment opportunities, community problems encountered and suggested solutions.

To determine the performance of the out-of-school youth in Wika, Pagbasa, and Matematika in the Filipino Literacy Test, and Language, Reading, and Mathematics in the English Literacy Test, weighted means were computed using the following formula:

$$\bar{x} = \frac{\sum fx}{n}$$

where:

\bar{x} - refers to the weighted mean

f - refers to the corresponding frequency

x - refers to the corresponding weight

The computed weighted means were interpreted using the 50 based transmutation as follows:

<u>Score Equivalent</u>	<u>Description</u>
91 - 100	O (Outstanding)
81 - 90	VS (Very Satisfactory)
71 - 80	S (Satisfactory)
61 - 70	FS (Fairly Satisfactory)
51 - 60	NI (Needs Improvement)

To test the significant mean difference in the performance of the out-of-school youth in the Filipino and

English Literacy tests, the following z-test formula⁷² was used:

$$z = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{SD_1^2}{n_1} + \frac{SD_2^2}{n_2}}}$$

where:

- z - refers to z-test
- \bar{x}_1 - refers to arithmetic mean of
Filipino Literacy Test
- \bar{x}_2 - refers to arithmetic mean of
English Literacy Test
- SD_1^2 - refers to the variance of the
Filipino Literacy Test
- SD_2^2 - refers to the variance of the
English Literacy Test
- n - refers to the number of cases

To test the significant relationships among factors such as: age, sex, educational attainment, socio-economic status, mental ability, self-concept, aspirations, interests, and exposure to reading materials, to the OSY

⁷²Laurentia Palar-Calmorin and Melchor A. Calmorin, Statistics in Education and the Sciences (Manila: Rex Book Store, 1997), p. 160.

performance in the literacy tests, the Pearson Product-Moment Correlation⁷³ was used with the following formula:

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

where:

- r_{xy} - refers to the correlation
between x and y
- x - refers to the sum of factor x
- y - refers to the sum of factor y
- xy - refers to the sum of the product
of x and y
- n - refers to number of cases
- x^2 - refers to the sum of squared x scores
- y^2 - refers to the sum of squared y scores

The correlation coefficients (r) were interpreted using the following table with the test of significance as determined by the Probability Values (P-values) indicated by the computer.

<u>r</u>	<u>Indication</u>
1.0	Perfect Correlation

⁷³Calmorin, p. 125.

.8 to .99	Very High Correlation
.6 to .79	High Correlation
.4 to .59	Moderate Correlation
.2 to .39	Low Correlation
.01 to .19	Negligible Correlation
0	No correlation

To test the significant differences among the norm means and the actual means of the work values and attitudes of the out-of-school youth, the z-test⁷⁴ was used with the following formula:

$$z = \frac{\bar{\bar{x}} - \mu}{\frac{\delta}{\sqrt{n}}}$$

where:

z - refers to z-test

$\bar{\bar{x}}$ - refers to actual mean

μ - refers to norm mean

δ - refers to standard deviation

n - refers to the number of students

To determine the concurrence of the responses of the Out-of-School Youth, Sanggunian Kabataan Chairmen, Barangay

⁷⁴Juan C. Birion and Elmer G. De Jose, Glossary of Statistical Terms for Statisticians, Researchers, and Beginners (Manila: Rex Book Store, 1998), p. 148.

Captains, selected heads of Government Agencies and People's Organizations respondents to identified community needs, occupational skills, community resources, employment opportunities, community problems encountered, and suggested solutions, the W. Kendall's Coefficient of Concurrence⁷⁵ was used with the following formula:

$$w = \frac{12\sum D^2}{m^2(N)(N^2 - 1)}$$

where:

w - refers to Coefficient of Concurrence

m - refers to the number of indicators

n - refers to number of respondents

$\sum D^2$ - refers to the sum of squares of the
deviations of the ranks from the
mean rank

In order to facilitate the fast, accurate and efficient application of formulas specified and analyses of data gathered, this study utilized the software called microstat made available by Dr. Socorro O. Bohol, VP, Academic Affairs, TTMIST, and adviser of this study.

⁷⁵Birion, p. 118.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents, analyzes and interprets the data gathered through the various instruments - tests and questionnaires administered and fielded to the subjects/respondents of the study.

Comprising this chapter are the out-of-school youth profile, the literacy performance in the English and Filipino literacy tests, the inventory of community needs, occupational skills, community resources, employment opportunities, community problems encountered and their suggested solutions, as identified by the Out-of-School Youth, the Sanggunian Kabataan Chairmen, Barangay Captains and selected Government Agencies and People's Organizations.

Profile of the Respondents

The profile of the subjects/respondents was purported by the age, sex, educational attainment, occupation, socio-economic status, mental ability, interests, self-concept, aspirations, interests, work values and attitudes, exposure to reading materials, reasons for dropping out, work

experience and plans for the future which are presented from Table 2 to Table 14.

Age and Sex

Table 2 shows the frequency and percentage distribution of age and sex of the out-of-school youth (OSY) respondents. It further shows that majority of the OSY respondents, that is 199 or 53.07 percent, are males; while 176 or 46.93 percent are females. These findings show that majority of those who dropped-out from school along these ages are males.

It can be gleaned from the table that there are 375 out-of-school youth involved in this study with ages ranging from 15 to 24 years old only to coincide with the rightful youth age in the labor force for Filipinos. The 19 year old group shows the highest count with 59 or 15.73 percent. This is followed by 18 and 20 year old groups with 56 or 14.93 percent each. Thus 17 year-old is 14 or 11.73 percent, followed by the 15 year-old with 39 or 10.4 percent. 31 or 8.27 percent falls under the 22 year-old group; 27 or 7.20 percent under 16 year-old; 20 or 5.33 percent belongs to the 24 year-old with 23 year old group showing the lowest count of 17 or 4.53 percent. The data

Table 2

**Frequency and Percentage Distribution of the
OSY Respondents According
to Age and Sex**

		Number of Respondents (f)	Percentage (%)
A G E	15	39	10.40
	16	27	7.20
	17	44	11.73
	18	56	14.93
	19	59	15.73
	20	56	14.93
	21	26	6.93
	22	31	8.27
	23	17	4.53
	24	20	5.33
	Total	375	99.98
S E X	Male	199	53.07
	Female	176	46.93
	Total	375	100

show a see-saw-like spread in the distribution of their ages.

Moreover, this study considered only the single out-of-school youth respondents.

Educational Attainment

Table 3 shows the frequency and distribution of the out-of-school youth respondents as to their educational attainment. It can be manifested that the majority of the OSY respondents are high school graduates and high school drop-outs, with 134 or 35.73 percent and 125 or 33.33 percent respectively. There are 32 or 8.53 percent of the OSY respondents who were able to take vocational courses. More importantly to note consider seriously, are the 50 or 13.33 percent elementary graduates and 28 or 7.47 percent elementary drop-outs. With their ages ranging from 15-24 years old and their educational preparation, they signal an alarming problem of their communities/barangays for they could be unproductive. They can be over-aged if they are made to return to school. With the 6 or 1.66 percent college drop-out their energies can be redirected to make them productive and be assets of their communities.

The above data in Calbayog City are real testimonies of

Table 3

**Frequency and Percentage Distribution of the
OSY Respondents According to Educational Attainment**

		Number of Respondents (f)	Percentage (%)
E D U C A T I O N A L A T T A I N M E N T	Elem Drop-out	28	7.47
	Elem Graduate	50	13.33
	High School Drop-out	125	33.33
	High School Graduate	134	35.73
	Took up Voc'l. Course	32	8.53
	College Drop-out	6	1.60
	Total	375	99.99

the high drop-out rates of Region 8 in both elementary and high schools as reflected in one of the columns of the Philippine Star, dated October 20, 1997 entitled *Wide Disparity in Literacy Levels Among Regions, DECS Data Show*. Specifically mentioning Eastern Visayas Region with about eight percent of the total municipalities which have nil

access to secondary schooling.⁷⁶ Moreover, Regions 7, 8 and had high drop-out rates for SY 1990-91 in the elementary level.⁷⁷

Occupation

Table 4 presents the kinds of occupation held by each respondent. It is shown by the table that only 151 out of 375 out-of-school youth respondents have engaged in such work after they left school. The data show that most of the work done by them are service jobs. It is good to note that one respondent may have one or more jobs at the time of the survey. However, there are not permanent jobs and they have to think of the days when their services will no longer be needed by their present employer. They may have jobs at present but for how long this situation will last, they are not certain. To top the type of work ventured by them is farming with 25 or 16.56 percent. This is followed by fishing and vending, both 15 or 9.93 percent. With these data, it implies that Calbayog City's main occupation is focused on farming, fishing and vending especially for those who can not be employed in the government.

⁷⁶Philippine Star (October 20, 1997, p. 18).

⁷⁷1991 National Statistics Office.

Table 4

Frequency and Percentage Distribution of
the Out-of-School Youth Respondents
According to Occupation

Occupation	No. of Respondents (f)	Percentage (%)
Fishing	15	9.93
Checker in the construction	7	4.64
Laborer	14	9.27
Cook/Laundry	10	6.62
Maid/Houseboy	13	8.61
Electrician	3	1.99
Driver	9	5.96
Barber	6	3.97
Farming	25	16.56
Xeroxed Machine Operator	5	3.31
Vending	15	9.93
Cashiering	5	3.31
Salesboy/Salesgirl	10	6.62
Baby Sitter	7	4.64
Waiter/Waitress	7	4.64
Total	151	100.00

It can be gleaned, further, that there are no big factories in Calbayog City which can accommodate them for work. Many of these identified jobs are self-help.

The above data are reflective of their educational attainment and their skills for work. In fact, even those who have taken vocational courses and a little of college education can hardly be employed due to the stiff requirements for permanent positions/occupation. This brings us back to the question - "What did these out-of-school youth do after they left school so that they would not lose track of the world around them?"

It can be deduced from the above data that 224 out-of-school youth respondents are jobless, thus they have added up to the long list of unemployment in Region VIII and particularly of Calbayog City. This phenomenon is backed-up by statistics as reflected on Table 4: *Labor Force, Employed, Underemployed and Unemployed by Region* as reported by the National Statistics Office, Integrated Survey of Household from 1991-1993.⁷⁸

In general, most researches support the notion that dropping out has negative individual and social

⁷⁸Manuel Buenconsejo Garcia, Social Problems In the Philippine Context (Metro Manila: National Book Store, Inc., 1994), p. 102.

consequences. Individual school leavers suffer because many have difficulty finding steady well-paying jobs not just when they first leave school but even in their entire lifetime.

Socio-Economic Status

Table 5 indicates the frequency and percentage distribution of the socio-economic status of the out-of-school youth respondents. As shown in the table, a greater

Table 5

Frequency and Percentage Distribution of the
Out-of-School Youth Respondents According
to Socio-Economic Status

		Number of Respondents (f)	Percentage (%)
S O C I O E C O N O M I C S T A T U S	High Class	0	0
	Middle Class	190	50.67
	Low Class	185	49.33
	Total	375	100.00

number of respondents belong to the middle class with 190 or 50.67 percent. The rest belongs to the lower class with 185 or 49.33 percent. Nobody belongs to a high class socio-economic status. These data are indicative of their educational attainment and occupation as reflected in Tables 3 and 4. The primary causes of the low socio-economic status of the parents of the OSY-respondents are their low educational attainment and occupation. It seems that their parents' luck are handed-down to them.

Mental Ability

Table 6 shows the frequency and percentage distribution of the mental ability of the out-of-school youth. Using the Non-Verbal Culture-Fair Intelligence Test, majority of the respondents fall on the low mental ability that is 180 or 48.00 percent which is almost one-half of the population of the study. Then follow the 132 or 35.20 percent as below average. Only 62 or 16.53 is average. More importantly to note is that only one out of 375 or 0.27 percent has an above average mental ability.

The findings of the study would bring us back to their low socio-economic status and educational attainment. Such phenomenon, concretizes the influence of heredity and environment on the lives of these out-of-school youth

Table 6

**Frequency and Percentage Distribution of the
OSY Respondents According
to Mental Ability**

		Number of Respondents (f)	Percentage (%)
1	Above Average	1	0.27
132	Average	62	16.53
62	Below Average	132	35.20
1	Low	180	48.00
	Total	375	100.00

respondents of the study. Cinder on the interaction of heredity and environment, has this to say.

...“While genes establish the upper and lower limits of behavior, such as performance on intelligence tests, behavior may vary within these limits according to the suitability of the environment.”⁷⁹

Since the test instrument assesses how much a person has a certain abilities, such as comprehension and reasoning

⁷⁹Andrew Cinder, Psychology (Illinois: Foresman & Co., 1983), pp. 323-324.

skills, experience about life counts a lot.⁸⁰ In fact, many people have a misconception that the IQ represents a fixed quantity of intelligence that people are born with, rather than simply an indicator of relative intellectual development. Hence, intelligence tests actually measure achievement and performance which are affected by factors beyond pure intelligence.

Self-Concept

Table 7 exhibits the frequency and percentage

Table 7

**Frequency and Percentage Distribution of the
Out-of-School Youth Respondents According
to Self-Concept**

		Number of Respondents (f)	Percentage (%)
S E L F C O N C E P T	High	2	0.53
	Average	18	4.80
	Low	113	30.13
	Very Low	242	64.53
Total		375	99.99

⁸⁰Diane E. Papalia, et.al. Human Development. (New York Mc Graw Hill Book Co., 1989), pp. 123-124.

distribution of the self-concept of the out-of-school youth respondents as revealed by the Tennessee Self-Concept Scale. As shown in the table, majority of the respondents, that is 242 or 64.53 percent, have "very low" self-concept, 113 or 30.13 percent "low" 18 or 4.8 "average" and only 2 or 0.53 "high" self-concept.

Data show that out-of-school youth have very low self-concept. This is congruous to the findings of foreign researchers on dropouts. Those studies claimed that dropout have lower levels of self-esteem and less control over their lives.⁶¹

Accordingly, self-concept attributes to a complex set of beliefs which an individual holds of himself, his physical dominion, his characteristics, his motivations, his aspirations, his weaknesses, his accomplishments and others. This may either be positive (high or average) or negative (very low or low). Consequently, a person with *high* or *average* self-concept regards himself as good, strong, intelligent and capable of doing things. While one with a *very low* or *low* self-concept thinks of himself as bad, weak, drunk and incapable of doing a job.

⁶¹G.C. Welhlage and R.A. Rutter. "Dropping Out: How Much Schools Contribute To the Problems?" Teachers' College Record. (1986, pp. 374-392.

Relating the aforecited ideas on self-concept, the OSY respondents of this study are reflective of the characteristics of negative self-concept. Data as seen in the previous table are indicative of such qualities. With these, the researcher is very much challenge to do something to improve themselves and take pride of being citizens of Calbayog City.

Aspirations

Table 8a shows the frequency and rank distribution of the aspirations of the out-of-school youth respondents. The data show that the out-of-school youth have educational aspirations. 343 out of 375 would want to continue their studies in order to gain new experiences beneficial to their families, to be self-confident and of course to increase income and is reinforced by their wish to work in order to earn money. They are confident that education can really free them from the bondage of poverty. It is worth noting that 309 of the respondents would like to enroll in short-term courses. 306 wished that their parents would look for other jobs or means of livelihood. All these imply that majority of the out-of-school youth have high and noble aspirations for themselves and their families. However, eighty-five of them are contented with their own lives now.

Table 8a

**Frequency and Rank Distribution of the Aspirations
of the Out-of-School Youth Respondents**

Aspirations	No. of Respondents (f)	Rank
1. Have ever wished that their parents would look for another job or means of livelihood.	306	4
2. Like to work in order to earn money.	334	2
3. Contented with their lives now.	83	5
4. Want to continue with their studies in order to:	343	1
4.1 increase income	108	1.3
4.2 gain new experiences beneficial to my family	150	1.1
4.3 be self-confident	117	1.2
5. Like to enroll in short-term courses.	309	3

Short Term Courses/Skill Preferences

Table 8b shows the frequency and rank distribution of the short-term courses/skill preferences of the out-of-school youth respondents. They have identified 24 priority short term courses. As shown in the table, they consider

computed education (227) as their utmost priority; followed by Reading (169). When asked why they selected the first two as priorities they said that computerization is associated to increase in employment for both males and females. With Philippines 2000, our country is moving towards it, thus this can be an easy passage for them to the world of work since this has not yet been proliferated. When asked again, why reading, they said that "knowing how to read" can bring them far and that any skill or course like computer education, one wants to master needs proficiency in reading skills. The remaining first ten priorities are as follows: dressmaking/tailoring (166), driving (160), cooking/baking (156), writing (150), building wiring electrician (144), bookkeeping (137), Offset Pressman (135), vegetable production (128), and farm training (128), etc. Scrutinizing their skill preferences, the out-of-school youth can easily be given attention since there are already existing programs and trainings which they can avail of. As a science and technology state college, TTMIST offers most of these courses. Considering all their priorities, the researcher shall establish a linkage with the local government unit that can help offer these courses which, eventually, will help them answer their responsibilities toward this sector -the out-of-school

youth. Job placements shall be considered so that they would have a place to go later on. Since Calbayog City is accessible to urban cities like Cebu and Manila, there is a brighter opportunity that awaits them.

Table 8b

**Frequency and Rank Distribution of the
Short Term Courses/Skill Preferences
of the Out-of-School Youth Respondents**

Short Term Courses/Skills Preference	No. of Respondents (f)	Rank
1. Computer Education	227	1
2. Reading	169	2
3. Dressmaking/Tailoring	166	3
4. Driving	160	4
5. Cooking/Baking	156	5
6. Writing	150	6
7. Buildg. Wiring Electrician	144	7
8. Bookkeeping	137	8
9. Offset Pressman	135	9
10. Vegetable Production	128	10.5
11. Farm Training	128	10.5
12. Livestock Farming	126	12
13. Automotive Mechanic	125	14
14. Mathematics	125	14
15. Ref. and Air Conditioning	125	14
16. Roomboy/Chambermaid	34	16
17. Instrumentation Repairman	23	17
18. Mill. Mach. Setter Operator	17	19
19. Fur. and Auto. Upholsterer	17	19
20. TV Repair	17	19
21. Construction Glazier	15	21
22. Rattan Furniture Worker	14	22
23. Cosmetology	13	23
24. Water Pump Operator	12	24

Table 9

Frequency and Rank Distribution of the
Out-of-School Youth Respondents
According to Interests

Interests	No. of Respondents (f)	Rank
1. Reading	152	2
2. Cooking	146	3
3. Gardening	97	6
4. Sewing	91	7
5. Livestock/Poultry	66	10
6. Watching TV	104	5
7. Singing	88	8
8. Writing	81	9
9. Playing Instruments	50	11
10. Sports	145	4
11. Going to the movies	164	1

Interests

Table 9 shows the frequency and rank distribution of the interests of the out-of-school youth respondents. It can be gleaned that of the eleven identified interests "going to the movies" gets the highest frequency of 164, followed by "reading" 152 or rank 2 then "cooking" 146 or rank 3, sports 145 rank 4, watching TV-104 rank 5, gardening -97, sewing-91, singing-88, writing-81, livestock/poultry-66 and the last is "playing instruments" 50 or rank 11. Analyzing their interests, fun and enjoyment

is still their priority over anything else. This is reaffirmed by considering "sports" and "watching TV" as 4th and 5th priorities respectively. These are indicative of the kind of self-concept they have developed over the years.

In tabulating the data on the interests of dropouts, frequency count and ranking were used in scoring as shown in Table 9. "Going to the movies" (164) ranks number one. "Reading" (152) follows. When asked why such preferences these two, they said that are activities that they can immediately do to while-away their time. In fact "reading" is also manifested in Table 8.

When asked again why they preferred cooking, gardening, sewing and poultry raising, they said that they would not be actually interested in these activities but they would use them in earning a living.

As regard to "sports" it is one of the major activities of their barangays spearheaded by the Sanggunian Kabataan.

Such findings imply that their interests are controlled by circumstances.

Work Values and Attitudes

Using the Filipino Work Values Scale (FWVS), the work values and attitudes of the out-of-school youth respondents were determined along the ten (10) sub-scales, namely: environmental, familial, intellectual-achievement

oriented, interpersonal, managerial, occupational, organizational, religious, and variety. The actual means were compared to the norm means as provided for by the manual of the FWVS. As revealed by Table 10, one out of the ten sub-scales shows no significant difference between the norm means and the actual means. This is the "environmental sub-scale" with an actual mean of 36.09 lower than the norm mean of 36.50, SD of 25.63 and a computed z test of 0.3098. All the nine (9) sub-scales exhibit significant differences in their norm means and actual means.

As can be gleaned from Table 10, what are valued most by the out-of-school youth respondents are "familial", "religious", "variety", and "interpersonal" such scales with z tests of 20.86, 18.598, 16.45 and -15.46, respectively, all with qualitative meanings of "significant" at .05 level. These are followed by "managerial", "organizational", "occupational", "intellectual-achievement oriented", and "material" subscales with z tests of 8.916, 6.784, -5.58, -5.407 and 3.589, respectively, all with qualitative meanings of "significant" at .05 level. It is worth noting that 9 out of 10 subscales have qualitative ratings of "significant". Valuing "familial" most is an indication that these out-of-school youth respondents have firm loyalty to family ties, emotional closeness and security in the

Table 10

**Work Values and Attitudes
of the Out-of-School Youth Respondents**

Work Values and Attitudes	Norm Mean	Actual Mean	SD	N	Mean Difference	Standard error of the mean	Z
1. Environmental	36.50	36.09	25.63	375	- 0.41	1.3235	- 0.03098 ^{ns}
2. Familial	19.71	50.37	28.46	375	30.66	1.4697	20.86*
3. Intellectual	46.79	38.78	28.69	375	- 8.01	1.4815	- 5.407*
4. Interpersonal	52.49	30.10	28.04	375	-22.39	1.4480	-15.46*
5. Managerial	27.58	40.02	27.02	375	12.44	1.3953	8.916*
6. Material	34.44	39.79	28.87	375	5.35	1.4908	3.589*
7. Occupational	42.86	34.42	29.29	375	- 8.44	1.5125	- 5.58*
8. Organizational	24.38	33.74	26.72	375	9.36	1.3798	6.784*
9. Religious	26.51	54.60	29.25	375	28.09	1.5104	18.598*
10. Variety	15.04	38.99	28.20	375	23.95	1.4562	16.45*
Over-all.	32.63	39.69	28.02	375	7.06	1.4500	4.87*

Critical value = 1.96

* = significant at .05 level

NS = not significant at .05 level

family respect for parents and believe in family cohesion. For "religious", they value something associated with work but enables them to exercise their faith or work which does not contradict their religious convictions. This concurs to the fact that Calbayognons are noted for their religiosity, with Calbayog being the first seat of the dioceses in Region 8. For choosing "variety", this is an indicator that they value anything associated with work that provides them an opportunity to do different types of tasks in contrast with routine work. In fact, this value has to do with their work experience which focuses on "many types of jobs" which means that they are very willing to accommodate every opportunity that comes their way to alleviate their situations. Selecting "interpersonal" sub scale, the out-of-school youth respondents value those that are related to persons considering "amor propio", "hiya", "utang na loob", hospitality, loyalty, pakikisama and respect for authority.

The analysis resulted to an over-all computed z test of -4.87 which is numerically higher than the critical value of 1.96 at .05 level. These results led to the rejection of the null hypothesis stating that there are no significant differences between the norm means and the actual means of the work values and attitudes of the out-of-school youth. These imply that all the out-of-school youth respondents are

one in their positive values and attitudes toward work. Such values and attitudes in the development of work skills and abilities are important for them so that they can plan and work on the plan with utmost proficiency.

Exposure to Reading Materials

Although reading, as an identified interest was considered just an activity to while-away time, the out-of-school youth has chosen it as one of their skill preference. This is reflected on the previous table.

Table 11 shows the exposure of the out-of-school youth to the reading materials available in their communities. It can be gleaned from the table, that the comics is their favorite reading material read everyday since it has the highest frequency of 96 or a mean of 2.49 while the least read is the "article/periodical" since only 2 out of 375 read it everyday. However exposure to the "newspaper" comes second with weighted mean of 2.47 followed by the "Bible" - 2.35, and the "magazine" - 2.26, all of which described as "once a month". For article/periodical, it has a weighted mean of 1.09 or "never". According to the out-of-school youth, comics and newspaper are the most available reading materials in their barangays and most of these are written in Tagalog which language is comfortable for them to handle.

Table 11

Frequency and Mean Distribution of the
Exposure to Reading Materials of the
Out-of-School Youth Respondents

Reading Materials	1 Never	2 Once a Month	3 Once a Week	4 2-3 times/ Week	5 Everyday	\bar{x}	Description
1. Comics	118	82	96	46	33	2.49	Once a month
2. Magazine	151	66	87	51	20	2.26	Once a month
3. Newspaper	137	63	88	56	42	2.47	Once a month
4. Bible	159	46	82	54	34	2.35	Once a month
5. Article/Periodical	390	5	4	4	2	1.09	never

Comics and newspapers are affordable, hence they can easily secure and read them. In fact, they have to exchange comics or newspapers with their neighbors. When asked why they preferred to read it more than any other reading materials available, they said that it is light to read. They can understand the story in there, even by just looking at the pictures. In other words, the stories in the comics are "very close to the hearts" of the out-of-school youth. In the case of the newspapers, they have the radios and television for current national and local issues and events. Moreover, there are others who can always read and relay the information to them. For the Bible, instead of reading it, they prefer to wait on a Saturday or Sunday or church day to hear the word of God. They have their ministers to explain things for them. For the articles/periodicals, they are very scarce in the barangays.

A survey on the reading habits of American adults showed that persons with high socio-economic status tend to read more of all kinds of printed matter, than those with low status.⁸² This finding is reflective, too, of the socio-economic status of the OSY respondents. Due to their low or middle socio-economic status, reading materials

⁸²A.T. Sharon, "What do Adults Read?" Reading Research Quarterly, 1984 (Vol. IX, pp. 148-169.

are not included in their budget since they could hardly make both ends meet.

Reasons for Dropping Out

Table 12 shows the reasons of the out-of-school youth for leaving school. These reasons are grouped into four major categories: school related, family-related, economics and personal. Within each category, there are specific causes: "Poverty" which is economic-related is the most common cause of dropping out (220). This reason runs consistent with rank 2 of "Parents need help" (138) which is family-related. Such reasons are very obvious among drop-outs because during planting or harvest season, children are asked to be absent from their classes in order to help them with the work in the farm. Eventually, these absences will cause disinterest in their studies; thus, poor performance will result and becomes another major reason for leaving school. Causing a chain reaction, these students will lose interest in their studies and eventually drop out from school. The above phenomena hold true to the respondents of the present study. They, too, consider lack of interest (104) and poor performance (113) as reasons for leaving school. However, as reflected in the table, there

Table 12

**Frequency and Rank Distribution of Reasons
For Dropping Out of the Out-of-School
Youth Respondents**

Reasons for Dropping Out of the OSY Respondents	No. of Respondents (f)	Rank
1. School Related		
1.1 Poor Performance	113	3
1.2 Lack of Interest	104	4.5
1.3 Distance of house from school	89	7
1.4 Many Assignments	30	15
2. Family-related		
2.1 Mobility	40	13
2.2 Broken home	35	14
2.3 Status in the Family	65	11
2.4 Parents need help	138	2
2.5 Number of children in the family	67	10
3. Economics		
3.1 Poverty	220	1
3.2 Earnings	52	12
3.3 No permanent home	90	9
4. Personal		
4.1 Poor health	97	6
4.2 Psychological Problem	17	16
4.3 Poor Value System	79	8
4.4 Physical Disabilities	104	4.5

are varied reasons for their dropping out. In fact, these reasons can be considered as symptoms of deeper problems which may not be verbalized by the students. More than these, economic factors have also influenced students' decision to leave school. When their reason is "parents need their help", they want to find a job in order to help their families. All these confirm the saying that poverty is the root of all evils.

Work Experience

Table 13 shows that 151 out of 375 out-of-school youth respondents have ventured on either one type or many types

Table 13

Frequency and Percentage Distribution of Work Experience of Out-of-School Youth Respondents

Experience	No. of Respondents (f)	Percentage (%)
1. One type of job	68	45.03
2. Many types of job	83	54.97
Total	151	100.00

of jobs. According to their work experience, 83 or 54.97 percent claims for having performed many types of jobs and only 68 or 45.03 percent has handled only one type of work. They claim that the more jobs, they have had, the more experience they have gained which help them become better persons. Because of their inadequate academic skills brought about by their low educational attainment, they accept any type of job suitable for them. They simply depend on their friends or members of the family to teach them the skills needed in an unfamiliar job. The experiences they learned from other people help them when they find work with other employers.

Table 14

Frequency and Percentage Distribution of the Future Plans of the Out-of-School Youth Respondents

Future Plans	No. of Respondents (f)	Percentage (%)
1. None	41	10.93
2. Study	118	31.47
3. Look for Employment	63	16.80
4. Study and Look for Employment	153	40.80
Total	375	100.00

Future Plans

Education to Filipinos is the antidote to poverty, a condition a condition that characterizes about 70 percent of the country's population.⁸³

The statement mentioned earlier is the concept that the 153 or 40.80 percent of the out-of-school youth respondents believe in, as reflected on Table 14. It is worth noting that they would like to study and after that look for employment. Their collective response is a belief on the concept that schooling is a process of human capital formation. Generally, Filipinos rely absolutely on the belief that an educational credential is a key to a bright future not only for the individual concerned but for his/her family as well.

On the same table, it can be gleaned that 118 or 31.47 percent of the respondents would like to study, 63 or 16.80 percent prefers to look for employment; however, 41 or 10.93 percent has no plans for the future.

Nonetheless, majority of the out-of-school youth would like to continue their studies if given the chance to do so.

⁸³Cortes, p. 6.

Functional Literacy Status

To assess the functional literacy status of the out-of-school youth of Calbayog City, they were administered the Filipino and English Literacy Tests. Hence, Table 15 shows the mean values and descriptive interpretation of the performance of the OSY in the six (6) components of the two tests; namely: Wika, Pagbasa and Matematika for Filipino Literacy Test, Language, Reading and Mathematics for the English Literacy Test.

Among the components in the Filipino Literacy Test, Pagbasa with 47 items obtained the highest mean of 31.00 with a score equivalent to 83 or "very satisfactory", followed by matematika of 10 items with a mean of 6.97 equivalent to 85 or "very satisfactory." In wika with 43 items, the mean is 24.78 with a score equivalent of 79 or "satisfactory".

Accordingly in the English Literacy components, Reading with 35 items obtained the highest mean of 32.74 with a score equivalent of 80 or "satisfactory," followed by Language of 35 items with a mean of 20.54 equivalent to 79 or "satisfactory". In the mathematics component, the out-of-school youth got a mean of 3.33 score equivalent to 67 or "fairly satisfactory".

Table 15

Mean Values and Descriptive Interpretation of the
Performance of the Out-of-School Youth Respondents in the
Different Components of the Filipino and
English Literary Tests

Literary Tests	Components	Total No. Of Items	\bar{x}	Equivalent	Description Interpretation
Filipino	Wika	43	24.73	79	S
	Pagbasa	47	31.00	83	VS
	Matematika	10	6.97	85	VS
English	Language	35	20.54	79	S
	Reading	55	32.74	80	S
	Math	10	3.33	67	FS

Transmutation:

Score Equivalent	Description
91 - 100	0 (Outstanding)
81 - 90	VS (Very Satisfactory)
71 - 80	S (Satisfactory)
61 - 70	FS (Fairly Satisfactory)
51 - 61	NI (Needs Improvement)

Comparing the different components of the two tests, Wika and Language were performed satisfactory by the subjects; however, language showed lower mean than wika. For Pagbasa and Reading, the former was "very satisfactory", while the latter was "satisfactory" only. In Matematika and Mathematics, the former was "very satisfactory", while the latter was "fairly satisfactory".

These findings tend to imply that the out-of-school youth found the Filipino Literacy Test easier than the English Literacy Test. More importantly, Mathematics in the English Literacy Test seems to be more difficult for them than the Matematika in the Filipino Test, of which the reason is obvious - the English medium. The out-of-school youth's exposure to comics, which is the most available reading material in their barangays, has helped them very much in the Filipino Literacy Tests, even in the mathematics component which is a Waterloo to many. This aspect does remind the researcher that something must be done in designing the functional literacy program for the out-of-school youth.

Descriptive Statistical Data

Table 16 shows the descriptive statistical data on the performance of the out-of-school youth in the Filipino and

Table 16

Descriptive Statistical Data on the Performance
of the Out-of-School Youth Respondents in the Filipino
and English Literary Tests

Literary Tests	\bar{x}			Minimum			Maximum			SD	N
	Score	Equi- valent	Des- criptive Interpre- tation	Score	Equi- valent	Des- criptive Interpre- tation	Score	Equi- valent	Des- criptive Interpre- tation		
Filipino	62.70	81	VS	20	60	NI	91	96	0	14.4	375
English	56.61	78	VS	1	51	NI	91	96	0	17.4	375

English Literacy Tests. A close look at the table reveals how the subjects of the study fared in the two tests. From it the means scores, equivalents and descriptive interpretations, including the minimum and maximum scores, plus the standard deviation of each tests are disclosed.

The data reveal that the mean score of 62.70 with an equivalent of 81 in the Filipino Literacy Test is "very satisfactory" than that of the English counterpart whose mean score is 56.61, an equivalent of 78 and described as "satisfactory" only. Considering the maximum and the minimum scores, the results show very wide spread of scores with standard deviations of 14.4 and 17.4 respectively. The Literacy Tests, both had 91 as their highest score with a transmuted equivalent of 96 or "outstanding"; however, their lowest scores were 20 and 1, respectively, with transmuted equivalent of 60 and 51 described as "needs improvement".

These findings imply that the subjects are heterogeneous group as shown by the wide spread of their highest and lowest scores in both tests as evidence by the high standard deviations. Furthermore, this calls for a careful scrutiny as to the kind of alternative learning system to meet their basic learning needs and capabilities, one that would suit to their unique situations.

The Elementary Learning Continuum (MLC) and the Desired Learning Continuum (DLC) of the elementary and secondary, respectively, present the hierarchy of skills for each grade/year level, thus, it is expected that the higher the grades, the more literacy skills the pupils have attained. However, in the case of out-of-school youth respondents their educational attainments have not so much prepared them for life.

Performance of the OSY

It was hypothesized in the study that there is no significant difference in the performance of the out-of-school youth in the Filipino and English Literacy Tests.

Accordingly, the computed means of both tests were subjected to mean difference the result of which is reflected in Table 17.

The data in Table 17 show that the mean of the Filipino Literacy Test of 62.70 is higher than that of the English Literacy Test of 56.61. The mean difference between the Performance of the subjects in the Filipino and English Literacy Tests is 6.09 with a standard error of difference of means of 1.166. The computed z-test of 5.2229 is greater than the critical value of 1.96 at .05 level. Hence there is a significant difference in their performance in the two

Table 17

Mean Difference Table in the Performance of
the Out-of-School Youth Respondents in the
Filipino and English Literacy Tests

Statistical Measures	Group 1 Filipino Test	Group 2 English Test
Mean	62.70	56.61
S.D.	14.40	17.40
N	375	375
Mean difference	6.09	
Standard error of Difference of Mean	1.66	
Z-test	5.2229*	

* = significant at .05 level

sets. Therefore, the null hypothesis, stating that there is no significant difference in the performance of the out-of-school youth in the Filipino and English Literacy Tests is rejected.

These findings imply that the out-of-school youth found the Filipino Literacy Test easier than the English Literacy Test.

Identified Independent Variables

Table 18 discloses the relationship of some identified independent variables to the OSY performance in the Filipino Literacy Test.

It can be gleaned from the table that the independent variables are the following: age, sex, educational attainment, socio-economic status, mental ability, self-concept, aspiration, interests, and exposure to reading materials. To test their relationships the Pearson Product-Moment Correlation was used.

The table shows that five (5) out of nine (9) independent variables are significantly related to the out-of-school youth's performance in Filipino Literacy Test. These are sex, educational attainment, socio-economic status, mental ability however the four (4) others, age, self-concept, aspiration and interest do not show significant correlation.

Of these variables which reveal significant relationship, the coefficient correlation "r" of "mental ability", "educational attainment", and "exposure to reading materials" were pegged at .293, .287, and .228 and P-values of .0000, .0014, and .0177, respectively which all mean "low correlation" and significant at .05 level as revealed by the

Table 18

Relationship of Identified Independent Variables/
Factors to the Out-of-School Youth Performance
in the Filipino Literacy Test

Independent Variables	r	Interpretation	P-value
Age	.159	Negligible correlation	.0335 ^{ns}
Sex	.200	Low correlation	.0037*
Educational attainment	.287	Low correlation	.0014*
Socio-economic status	.041	Negligible correlation	.8604 ^{ns}
Mental ability	.293	Low correlation	.0000*
Self-concept	.105	Negligible correlation	.3614 ^{ns}
Aspirations	.009	Negligible correlation	.6077 ^{ns}
Interests	.137	Negligible correlation	.0611 ^{ns}
Exposure to Reading Materials	.228	Low correlation	.0177*

* Significant at .05 level
NS Not significant at .05 level

Interpretation:

Coefficient Correlation
(r)

Indication

1.0	Perfect correlation
.8 to .99	Very High correlation
.6 to .79	High correlation
.4 to .59	Moderate correlation
.2 to .39	Low correlation
.01 to .19	Negligible correlation
0	No correlation

statistical software. These are followed by coefficient correlation (r) of "sex" and "socio-economic status" pegged at .181 and .041 with P-values of .0037 and .8604, respectively and significant at .05 level.

These findings imply that the aforementioned variables related to the OSY performance in the Filipino Literacy Test must be considered seriously in the framing of the functional literacy program for them. These above data on mental ability and educational attainment concur with the study of Dr. Lalunio of Philippine Normal University on the school leavers. According to her study, IQ and years in school were found to be related to literacy performance in Filipino and English⁶⁴; however other variables, like sex, socio-economic status, exposure to reading materials, etc. covered in the present study were not considered in her study.

The findings further imply that the higher the mental ability, and educational experience, the better would be the literacy status of the out-of-school youth.

"Age" is not related to the OSY literacy performance in the Filipino Test. This means that both the younger and the

⁶⁴Lydia Lalunio, "Assessment of the Literacy of Drop-Outs of Barangay San Jose, General Mariano Alvarez (GMA), Cavite," (Unpublished Doctoral Dissertation, Philippine Normal University, 1992).

older age group should have the same performance in the test.

As registered by the computer, "self-concept" is not related to the Filipino Literacy Performance. Such a result contradicts to many findings/theories on self-concept like the one propounded by Combs and Netzer who advocated that self-concept affects behavior and achievement.⁸⁵ Furthermore in the paper of Canagas on the fourth year high schools student, she concluded that there was a significant positive correlation between self-concept and co-curricular activities and between self-concept and school performance. Age, sex, and academic year level had negative correlation with self-concept.⁸⁶ In this regard, the researcher would like to assume, that other factors could be more significantly correlated to the literacy performance of the OSY rather than self-concept.

⁸⁵Arthur Combs, and Donald Snygg, Individual Behavior (Revised Edition, New York: Harper and Row, Inc., 1979).

⁸⁶Virginia F. Canagas, "Self-Concept as a Non-Intellectual Factor of School Performance", De La Salle University Graduate School Journal (Vol. 1 and No. 1, May 1983, pp. 25-32).

Table 19

**Relationship of Independent Variables/Factors
to the Out-of-School Youth Performance
in the English Literacy Test**

Independent Variables	r	Interpretation	P-value
Age	.172	Negligible correlation	.0503 ^{ns}
Sex	.210	Low correlation	.00312
Educational attainment	.336	Low correlation	.0000*
Socio-economic status	.064	Negligible correlation	.8789 ^{ns}
Mental ability	.290	Low correlation	.0001*
Self-concept	.111	Negligible correlation	.2522 ^{ns}
Aspirations	.013	Negligible correlation	.4581 ^{ns}
Interests	.122	Negligible correlation	.1540 ^{ns}
Exposure to Reading Materials	.257	Low correlation	.00012*

* Significant at .05 level

NS Not significant at .05 level

Independent Variables

Nevertheless, to determine whether there is a significant relationship between the identified independent variables and the OSY performance in English Literacy Test, the computed means were subjected to Pearson Product-Moment Correlation the results of which are reflected in Table 19.

The data in this table disclose that there are nine (9) independent variables correlated to the OSY English Literacy

performance, namely: age, sex, educational attainment, socio-economic status, mental age, self-concept, aspiration, interest and exposure to reading materials.

Among the variables compared with performance in English Literacy Test, educational attainment, mental ability, exposure to reading materials, and sex with coefficient correlation (r) of .336, .290, .257 and .210 and P-values of .0000, .0001, .0012 and .0112, respectively, mean "low correlation", hence significant at .05 level.

On the other hand, age earned an " r " of .172, P-value = .0503, interest " r " = .122, P-value = .1540. Self-concept " r " = .111, P-value .2522, socio-economic status " r " = .064, P-value = .8789, and the lowest aspiration with an " r " = .013, P-value = .4581 all with qualitative ratings of "negligible correlation", hence, "not significant" at .05 level.

The findings strongly imply that educational attainment, mental ability and exposure to reading materials of the out-of-school youth have significant relationship with their performance in English Literacy Test. These further implies that an additional grade/year level in the elementary or high school makes a difference as to the literacy skill performance of the out-of-school youth. For the researcher, this finding urges her that the

teaching of literacy skills should be strengthened so that the skills expected in the functional literacy program will be developed thus produce quality manpower skills.

These findings, as revealed in Table 19, concur with the observations of the Division Non-formal Education Coordinator of Calbayog City that their clientele could hardly pass the trade tests administered by the National Manpower and Youth Council (NMYC)/Technical Education and Skills Development Authority (TESDA) especially so that the medium of such tests is English.

One finding of the study shows that "self-concept" is not significantly related to the literacy performance in the English test. This result runs counter to the theory advanced by David Johnson in his book Reading Out: Interpersonal Effectiveness and Self-Actualization, which according to him scholastic success is guided, regulated and controlled by the individual's self-concept. Academic performance is dependent not only on the individual's actual ability but on his perception of his ability as well.⁶⁷ Hence, it shows that there are other factors which may be considered.

⁶⁷David W. Johnson, Reading Out: Interpersonal Effectiveness and Self-Actualization, New Jersey: Prentice Hall, Inc., 1981.

Therefore, the null hypothesis which states that there are no significant relationships among the following factors --age, sex, educational attainment, socio-economic status, mental ability, self-concept, aspirations, interests and exposure to reading materials to the OSY performances in the literacy tests could not be totally rejected because some factors such as "sex", "educational attainment", "mental ability" and "exposure to reading materials" were significantly related to the literacy performance in the two tests.

Community Needs

An inventory of community needs, occupational skills, community resources, employment opportunities, community problems encountered and their suggested solutions was made as reflected from Table 20 up to Table 25, to have an exact picture of the clientele and their environment.

Presented in Table 20 are the twenty (20) community needs as identified by the respondents composed of the out-of-school-youth, sanggunian kabataan chairmen, barangay captains, selected government agencies and people's organization respondents. Taking the total ranks of each need, "water system", "youth welfare", "literacy training" "electricity", and "skills training" are ranked 1, 2, 3, 4

Table 20

Community Needs as Identified by the OSY, SK Chairmen,
Barangay Captains, Selected Gos and Pos Respondents

NEEDS	OSY	Rank	SK	Rank	Brgy. Capt.	Rank	GO's & PO's	Rank	Total Rank	Rank
1. Water System	1703	1	600	1	541	1	145	9	12	1
2. Electricity	2367	2	843	7	859	5	169	14	28	4.5
3. Better Fishing Methods	3455	8	1380	17	933	7	210	20	52	13
4. Technical Assistance	4134	12	41016	1047	785	3	130	6	31	7.5
5. Drainage	5041	18	1369	16	1132	11	198	19	64	17
6. More Employment Opportunities (Adults)	4299	13	840	6	826	4	138	8	31	7.5
7. Nutrition	4060	10	1095	12	752	2	128	5	29	6
8. Transportation	4312	14	1190	14	1179	12	175	15	55	14.5
9. Literacy Training	3420	6	723	2	1020	9	68	2	19	3
10. Youth Welfare	2848	3	778	3	879	6	86	3	15	2
11. Employment Opportunities (OSY)	3469	9	966	8	1079	10	158	10	37	10.5
12. Better Farming Method	4099	11	1078	11	959	8	136	7	37	10.5
13. Good Roads	4416	15	1247	15	1348	15	179	16	64	16
14. Irrigation Facilities	4426	16	1109	13	1205	13	168	13	55	14.5
15. Credit Facilities	5356	19	1424	19	1262	14	188	17	69	18
16. Recreational Facilities	6041	20	1584	20	1638	19	163	11.5	70.5	20
17. Market	4778	17	1393	18	1579	17	191	18	70	19
18. Good Leaders	3439	7	988	9	1440	16	163	11.5	43.5	12
19. Leadership Training	3304	4	820	5	1653	20	104	4	33	9
20. Skills Training	3312	5	781	4	1612	18	58	1	28	4.5

and 5, respectively. Then follow nutrition, technical assistance, employment opportunities, skills training and leadership, ranked as 6, 7, 8.5, 8.5 and 10, respectively. All these ten priority needs jibe with Maslowe's categorization of human needs which at the lowest level but

pre-eminent in importance are the needs for physical survival. These, too, concerns with Tanada's requisites of a true development as quoted by Tejero. According to her,

"True development requires that every citizen has the basic requirements of clean water, adequate clothing, shelter to live in dignity; every citizen must have access to information and education; every citizen must strive for excellence in order to realize one's full potential ..."⁸⁸

It is worthy to note, however, that "recreational facilities", which are the pet projects of the politicians, are considered by the four groups of respondents as their last priority need.

This finding implies that at this point in time, much have been learned by these respondents about what life is and what it should be. This is a clear indicator that the Calbayognons have awoken from their deep slumber of "being unaffected" and strong belief to fate or "suerte". This, too, indicates that they are socially and politically aware of their privileges as citizens of the country. Since responses of the four groups of respondents on this aspect are described as "high concurrence" when matched on Table 26, this further implies that they are unanimous in

⁸⁸Erlinda G. Tejero, "Women's participation in the Rural Development Programmers in Eastern Visayas," (Unpublished Doctoral Dissertation, University of the Philippines, 1995).

providing the foundation for Calbayog City's socio-economic-political and sustainable development in particular and Samar or Region VIII in general.⁸⁹

Occupational Skills Needed by the Out-of-School-Youth

To give direction to the present study, the occupational skills needed by the out-of-school-youth were identified by the out-of-school-youth, sanggunian kabataan chairmen, barangay captains, selected government agencies and people's organization respondents as revealed in Table 21.

There were twenty five (25) priority occupational skills identified by the four groups of respondents. It could be seen from the table that while the four groups of respondents were divided in their identification of many occupational skills needed, there was an instance where the out-of-school-youth, sanggunian kabataan chairmen, barangay captains, selected government agencies and people's organization respondents were unanimous in their choice of "Computer Education" as their first priority. Likewise, the out-of-school youth and barangay captains were unanimous

⁸⁹"Samar Island Development Program", published by the Regional Development Council of Eastern Visayas Region, 1990.

Table 21

**Frequency and Distribution of Occupational Skills needed by
the Out-of-School-Youth, Sanggunian Kabataan Chairmen,
Barangay Captains, Selected Government Agencies
and People's Organization Respondents**

OCCUPATIONAL SKILLS	OSY	Rank	SK	Rank	Brgy, Capt.	Rank	GO's & PO's	Rank	Total Rank	Rank
1. Baby Sitting (Yaya)	144	10	100	5.5	33	18	5	13	46.5	11
2. Waitress	143	11	46	18	12	24	1	18.5	71.5	20
3. Receptionist	17	25	6	25	34	17	0	22.5	89.5	25
4. Housekeeper	184	4	100	5.5	5.	11	7	8.5	29	4
5. Clerical Work	41	20	80	10.5	9	25	.	22.5	78	22
6. Salesgirl	158	8	70	13	62	5	5	13	39	8
7. Barbering	166	7	54	16.5	89	2	3	16	41.5	9
8. Masseur	20	24	14	24	38	15	0	22.5	85.5	24
9. Tailoring	198	3	80	10.5	66	3	8	5.5	22	3
10. Dressmaking	131	13	85	9	56	9	9	3	34	7
11. Weaving	35	22	30	21	30	19.5	8	5.5	68	18
12. Hair Culture	39	21	54	16.5	62	5	8	5.5	48	12
13. Carpentry	208	2	100	5.5	99	2	8	5.5	15	2
14. Plumbing	98	17	33	20	30	19.5	5	13	69.5	19
15. Domestic Help	127	15	100	5.5	37	16	4	15	51.5	14
16. Embroidery	29	23	20	22.5	21	23	7	8.5	77	21
17. Security Guard	80	18	100	5.5	21	21	0	22.5	1.7	17
18. Musical Talent	50	19	60	15	60	7	2	17	58	16
19. Manicure/ Pedicure	176	5	70	13	48	14	10	1.5	33.5	6
20. Cashiering	130	14	20	22.5	22	22	0	22.5	81	23
21. Electricity	155	9	100	5.5	58	8	0	22.5	45	10
22. Typing	175	6	70	13	50	13	1	18.5	50.5	13
23. Cook	140	12	108	2	62	5	6	5	29.5	5
24. Masonry	118	16	40	19	54	10	6	10.5	55.5	15
25. Computer Education	260	1	109	1	89	1	10	1.5	5.5	1

too, in considering "tailoring" as their third priority. Moreover, the Sanggunian Kabataan and the Barangay Captains selected "dressmaking" and "typing" as their ninth and thirteenth priorities, respectively.

As reflected in the table, the first fifteen (15) priority occupational skills identified according to ranks by the four groups of respondents are as follows : "carpentry", "tailoring", "housekeeping", "cooking", "dressmaking", "cosmetology / manicuring / pedicuring", "computer education", "selling", "barbering", "electricity", "baby-sitting", "hair culture", "typing", "domestic help" and "masonry".

The data pinpointed the fact that the respondents were pragmatic in their identification of occupational needs. When asked about their choices, they said that they would like to have the skills so that when they go to Manila or elsewhere, they will have something to cling to, for a living. It is a fact that many of the Calbayog City's out-of-school-youth have tried their luck in Manila or other urban cities; however, they fail because they lack the necessary skills in the jobs which they try to enter into. Others claim that they selected the occupational skills, like carpentry, tailoring, dressmaking, housekeeping, etc... for practical use. To them, these skills can be used at home or in the neighborhood. They do not need employers since they can be employers in their own little way, in as much as these skills do not necessarily require big capital.

Newspaper advertisement should be a big demand for graduates of vocational-technical courses. The Philippines is swarmed with these manpower needs. Hence, this gives credence to the suspicion that the unemployed vocational-technical graduates are not of desirable quality.

It is therefore, a big challenge to the initiators of such programs to see to it that money, time and effort would not go to waste for producing graduates not employable.

Community Resources

Table 22 presents the identified community resources by the out-of-school-youth, sanggunian kabataan, barangay captain, selected government and people's organization respondents. They are classified into human, natural, institutional, technological and raw materials.

Taking their total ranks, natural resources rank no. 1, human resources rank no. 2, institutional resources rank no. 3, raw materials, no. 4 and technological resources rank no. 5

The four groups of respondents would like to show to the readers of this research that Calbayog City is rich in

Table 22

**Community Resources as Identified by the OSY, SK Chairmen,
Barangay Captains, Selected Gos and Pos Respondents**

COMMUNITY RESOURCES	OSY	Rank	SK	Rank	Brgy, Capt	Rank	GO's & PO's	Rank	Total Rank	Rank
1. Human Resources	164	2	72	2	69	2	6	4	10	2
2. Material Resources	171	1	83	1	75	1	6	4	7	1
3. Institutional Resources	114	4	65	4.5	68	3	8	1	12.5	3
4. Technological Resources	93	5	65	4.5	59	4	7	2	15.5	5
5. Raw Materials	160	3	70	3	49	5	6	4	15	4

almost all kinds of resources; hence there is no reason for the Calbayognons to be poor.

Saying that Calbayog City is rich, however, is a paradox. This is seen in the low educational attainment and socio-economic status of the out-of-school youth. Such phenomenon manifests a social ill--the perennial failure of the government to deliver basic services to its citizens. Moreover, the Philippines particularly Calbayog City has low productivity of land, forest, mountains, rivers and marine resources.⁹⁰ Therefore the data on the community resources imply that programs and projects to activate these dormant resources must be thought of by responsible agencies, including the researcher.

⁹⁰"Research Agenda For the Philippines 2000," prepared by Adriano A. Arcelo, President-Fund For Assistance To Private Education (FAPE).

Table 23

**Employment Opportunities as Identified by the OSY, SK
Chairmen, Barangay Captains, Selected GOs
and POs Respondents**

EMPLOYMENT OPPORTUNITIES	OSY	Rank	SK	Rank	Brgy. Capt	Rank	GO's & PO's	Rank	Total Rank	Rank
1. self-employment	158	1	83	1	81	1	5	4	7	1
2. Temporary or Casual Employment	150	2	79	2	75	2	6	2	8	2
3. Regular or Permanent Employment	120	3	24	4	25	4	6	3	13	4
4. Projects & Project Implementation	111	4	44	3	58	3	6	2	12	3

Employment Opportunities

Employment Opportunities was another aspect identified by the out-of-school youth, Sanggunian Kabataan, Barangay Captains, Selected Government Agencies and, People's Organizations respondents as reflected in Table 23.

Employment opportunities are categorized into self-employment, temporary or casual employment, regular or permanent, and projects and project implementation.

The data show that the four groups of respondents were almost one in their identification of employment opportunities having self-employment, temporary or casual, projects and project implementation as rank 1, 2, 3 and 4, respectively.

These findings reveal that neither Calbayog City nor their barangays can easily provide permanent or regular employment opportunities for those in the labor force. Given the present scenario, the City Hall is the only employment reservoir which can accommodate job seekers on either temporary-casual or regular permanent employment influenced by political color. However, there are petty employments in the center or their barangays but these are not permanent jobs and the ready opportunity for them is self-employment with unstable income and uncertain time duration.

Hence, these findings imply that jobs are scarce and not permanent. In fact, there are many college graduates or professionals of Calbayog City who are unemployed or underemployed.⁹¹ This is further reinforced by the data provided by National Statistics office saying that the unemployment and underemployment rates of the community as of April, 1993 are 11.3 percent and 22.2 percent, respectively.⁹² Labor statistics shows that the unemployed are mostly in the young bracket (15-24 years) and

⁹¹Macro-Enterprise Study of Calbayog Social Welfare and Development Office, 1995.

⁹²National Statistics Office, Integrated Survey of Households, April, 1993.

they are new entrants to the labor force.⁹³ When SK Chairmen and Barangay Captains were asked about this situation, they would always throw the burden to the local government which according to them has the responsibility to provide employment for its constituents.

Summary of Community Problems Encountered

Table 24 shows the frequency and rank of the community problems as identified by the out-of-school-youth, sanggunian kabataan, barangay captain, selected government and people's organization as respondents of this research.

It is worthwhile to note that the four groups of respondents are unanimous in considering "Inadequacy of potable water supply" as number one problem. This is so, because, there are many barangays in Calbayog City which have not been reached yet by the Calbayog City Water District. Moreover, the city proper experiences

⁹³Adriano Arcelo, "Education and the Labor market Policy Issues for Philippines 2000," Philippine Journal of Education (Vol. LXXIII, No. 6, Nov., 1994, p.248).

Table 24

Community Problems Encountered as Identified by the OSY, SK
Chairmen, Barangay Captains, Selected GOs
and POs Respondents

COMMUNITY PROBLEMS	OSY	Rank	SK	Rank	Brgy. Capt.	Rank	GO's & PO's	Rank	Total Rank	Rank
1. Rapid Population Growth	110	9.5	74	8	87	13	1	22.5	53	14
2. Poor Health Services	172	2	60	16	105	3	7	10.5	31.5	8
3. Rising Prices	131	5	112	2	104	4	7	10.5	21.5	3
4. Lack of Skills for other jobs	134	4	96	6	107	2	8	5	17	2
5. No Right Backing	28	25	62	15	77	22.5	1	22.5	85	22
6. Presence of Bad Elements	151	3	66	13	86	14.5	7	10.5	41	11
7. Folks Resistant to Change	34	24	70	10	82	17	7	10.5	61.5	15
8. Lack of Continuing Education	107	11	100	4.5	90	11.5	10	3	30	7
9. Lack of Skills Training	123	7	70	10	100	7	12	1	25	4
10. Lack of Concern Officials	85	15	63	14	86	14.5	10	3	46.5	12
11. Poor Weather Conditions	35	23	50	18	65	25	1	22.5	88.5	25
12. Poor Nutrition	117	8	100	4.5	103	5	7	10.5	28	5
13. Peace & Order	62	19	30	21	77	22.5	0	25	87.5	24
14. Illiteracy	90	14	90	7	92	9	7	10.5	41.5	10
15. Inadequacy of Potable Water Supply	264	1	150	1	172	1	7	10.5	13.5	1
16. Clothing	59	20	20	23.5	78	20.5	5	19	83	21
17. Accessibility of Schools	52	22	30	21	78	20.5	1	22.5	86	23
18. Unemployment	125	6	104	3	92	9	7	10.5	28.5	6
19. Low Educational Attainment	106	12	69	12	101	6	10	3	33	9
20. Lazy Dependents	68	17	50	18	85	16	5	19	70	17
21. Housing	55	21	30	21	73	24	7	10.5	76.5	20
22. Influence of Politics	98	13	20	23.5	92	9	6	16.5	62	16
23. Pollution	71	16	14	25	79	19	7	10.5	70.5	18
24. Poor Sanitation	64	18	50	18	80	18	5	19	73	19
25. Food	110	9.5	70	10	90	11.5	6	16.5	47.5	13

intermittent water supply whose potability is questionable. Consequently, due to this inadequacy, foreign investors have second thoughts of putting a business in Calbayog City, hence, limiting employment opportunities. Identifying it as rank 1 signifies the gravity of its influence on the lives of the people in Calbayog City.

"Lack of skills for other jobs" comes second in the table. In an interview with some out-of-school-youth, they verbalized their frustrations because many times they were faced by opportunities for work, however, their skills were not the desired ones. This is what Mr. Arcelo, president of the FAPE, was saying as "scarcity of high-level skills needed by the country's industrialization thrusts."⁹⁴ This finding implies that there is a mismatch between the output (graduates produced) and the needs of the job opportunity. Hence, the nature of the mismatch between job opening and skills qualification needs a closer investigation.

Another serious problem is the "rising prices". Such problem is aggravated by the devaluation of our peso. The zooming of prices of commodities is considered a natural calamity for it always follows a natural path --- the currency devaluation by countries under the bondage of

⁹⁴Arcelo, p. 247-249.

dollar. Then comes "lack of skills trainings". This problem as felt by the four groups of respondents of the study was very much verbalized by Dr. Minda C. Sutaria, Director, SEAMEO INNOTECH, in her paper presented at the educator's congress, Baguio City, April, 1993. As a response to this, she suggested for an alternative learning system or skills training which could meet the person's basic learning needs or empowering him. She continued by saying that in 1993, there were about 12M functional illiterates. Alternative learning system must be developed along with formal basic education.⁹⁵ Skills training alone cannot empower them for a better life. On the other hand, the presence of a school in every barangay is not an answer to this problem. Moreover, this alternative learning system must offer learning opportunities and produce outcomes of such quality and relevance that can earn for it as much respectability and value as formal education.

Suggested Solutions to Problems Encountered

Among the suggested solutions to problems identified by the four groups of respondents, "improve water system" is

⁹⁵Minda C. Sutaria, Director, SEAMEO INNOTECH, "Empowerment of the Educationally Disadvantaged Through an Alternative Learning System," a paper presented at the Educators Congress, Baguio City, April 13 - 15, 1993.

ranked 1. This is followed by "more skills training" and "eradicate illiteracy". Added to these is, "frequent visits of health centers by concerned officials" as rank 4. "Extend more relevant programs to the barangays" ranks 5. Then comes "honest/sincere service of public officials" as rank 6; "skills training to out-of-school-youth" ranks 7; while "immediate response to problems met" is ranked 14 or least important suggested solution to problems encountered.

These findings on suggested solutions are indicators that four groups of respondents are very much aware of the problems confronting their communities or barangays; hence, they too, can immediately suggest solutions.

Summary of these suggested solutions is disclosed in Table 25.

Concurrence of Responses on Community Needs, Occupational Skills, Community Resources, Employment Opportunities, Community Problems and Suggested Solutions

An inventory of community needs, occupational skills, community resources, employment opportunities, community problems and suggested solutions was identified by the four groups of respondents of the study as basis in the framing

Table 26

Concurrence of the Responses of the Out-of-School-Youth,
Sanggunian Kabataan Chairmen, Barangay Captains,
Selected Government Agencies and People's
Organization Respondents on the Community Needs,
Occupational Skills, Community Resources, Employment
Opportunities Community Problems Encountered
and Suggested Solutions

RESPONSES	W	Interpretation	Test Statistics	Critical Value
1. Needs	0.630	High Concurrence	47.875 *	30.144
2. Occupational Skills	0.316	Low Concurrence	30.303 ns	36.415
3. Community Resources	0.326	Low Concurrence	5.05 ns	9.488
4. Employment Opportunities	0.325	Low Concurrence	3.9 ns	7.815
5. Community Problems	0.705	High Concurrence	70.48 *	24.337
6. Suggested Solutions	0.277	Low Concurrence	14.42 ns	23.685

* Significant at .05 level

Interpretation

Indication

-- 1.0 --

Perfect Concurrence

.80 - .99

Very High Concurrence

.60 - .79

High Concurrence

.40 - .59

Moderate Concurrence

.20 - .39

Low Concurrence

.01 - .19

Negligible Concurrence

--- 0 ---

No Concurrence

of a functional literacy program for the out-of-school-youth of Calbayog City.

Where the concurrence of the four groups of respondents of the study is concerned on this inventory, Table 26 has revelations to make.

Table 26 presents the concurrence of the respondents of the study on the needs, employment opportunities, community resources, occupational skills, community problems and suggested solutions.

With the differences noted among the responses of the out-of-school youth, Sanggunian Kabataan chairmen, barangay captains, selected government agencies and people's organization, their responses were subjected to the Kendall Coefficient of Concurrence.

The table discloses that among the responses of the four groups of respondents, "problems and needs" with "w" of 0.705 and 0.63, respectively, registered "high concurrence" with the test of statistics of 70.48 and 47.875 higher than their corresponding critical values of 24.337 and 30.144, respectively. These show significant relationship. These are followed by "occupational skills" $w=0.316$, test statistics $=30.303$ lower than the critical value of 36.415; "suggested solutions" $w=0.277$; test statistics $=14.42$ lower than the critical value of 23.685; "community resources" $w=0.316$,

test statistics =5.05 lower than 9.488, and "employment opportunities with $w=0.325$, test statistics =3.9 lower than 7.815, all of which mean "low concurrence" and all significant at .05 level.

These findings imply that the needs and problems encountered, are very much felt by the four groups of respondents and they, too, are affected by them. Moreover, they are common in their respective barangays. Hence, there is concurrence in their responses. The community needs and problems encountered must be addressed to by whoever is concerned or responsible. However, responses on community resources, employment opportunities, occupational skills, and suggested solutions do not significantly concur as shown by their low test statistics when compared with the critical value. Hence, these imply that the aforecited variables are typical in each barangay; therefore, the responses do not have commonalities. Some say that Calbayog City is rich in all kinds of resources; however, it is not complemented by employment opportunities. Moreover, the four-groups of respondents are also aware that job opportunities were not created despite the presence of these resources and employment opportunities.

Also worth-taking note of is how all the four groups of respondents were almost unanimous in their choice of "needs" and "problems" with "high concurrence". Therefore, the null hypothesis which states that "the respondents do not significantly agree on the "needs", "employment opportunities", "resources", occupational skills", "problems encountered" and "suggested solutions" was rejected, in terms of "needs" and "problems". On the other hand, the null hypothesis is accepted in terms of employment opportunities, resources, occupational skills, and suggested solutions.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions, and recommendations of the study which provided bases for the formulation of a functional literacy program for the Calbayog City Out-of-School Youth.

Profile of the Subjects/Respondents

The 375 subjects/respondents of this study were representatives of the 5,415 out-of-school youth aged 15 to 24 from the seven school districts of the Division of Calbayog City. Of this number, majority, that is 59 or 15.73 percent belonged to the 19 year-old group followed by a tie of 56 or 14.93 percent each belonging to the 18 and 20 years old groups. Males dominated the group with 199 or 53.07 percent, while the females, 176 or 46.93 percent. Such finding show that males dominate the actual population of out-of-school youth of Calbayog City ranging from 15-24 years of age.⁹⁶ This profile is consistent with the national

⁹⁶Macro Enterprise

figure of 6,345,787 males as against 6,081,711 females ages 15-24 years old in 1990.⁹⁷

In the area of educational attainment, the data showed that majority, that is 134 out of 137 or 35.73 per cent, were high school graduates followed by 125 or 33.33 high school dropouts, 50 or 13.33 percent and 28 or 7.47 percent elementary graduates, and elementary drop-outs respectively. 32 or 8.53 per cent took up vocational courses and 6 or 1.60 per cent was college drop-out. These data further showed that in terms of educational attainment, these out-of-school youth were over-aged for their grade levels if they were to go back to formal schooling. Hence, the researcher is proposing a functional literacy program.

Majority, that is 180 or 48 percent and 132 or 35.20 per cent of the out-of-school youth belonged to the "low" and "below average" level of mental ability. Only 62 or 16.53 percent was "average" and 1 or 0.27 percent with "above average" mental ability.

Since intellectual potentials are influenced by environment, this research confirms that socio-economic status and educational attainment have affected their mental development. Furthermore, the data found in the study imply

⁹⁷ Department of health Statistics Report, 1990.

that the knowledge gained in school has not affected very much the mental capability formation of the out-of-school youth.

For self-concept, 64.53 per cent or 242 out-of-school youth showed "very low" self concept and 30.13 per cent or 113 with "low" self-concept. Only 18 or 4.8 percent was "average", and 2 or 0.53 per cent had "high" self-concept. Their "very low" self-concept greatly affected their performance in the Filipino and English Literacy Tests, including their drive to find ways and means to improve their everyday lives and their families.

Talking of aspirations, they expressed high and noble aspirations, as manifested by their responses like "want to continue with my studies in order to increase income," "gain new experiences beneficial to my family" and "be self-confident" for themselves and their families. In general, they identified short-term courses/skill preferences to concretize their aspirations. 227 identified computer education as their first preference followed by reading, dressmaking/tailoring, driving, cooking/baking, writing, building-wiring electrician, bookkeeping, offset pressman, vegetable production and farm training forming their top ten skill preferences.

On interests, the out-of-school youth showed a balance of play and work. They considered "going to the movies" as their first priority. However, this was balanced by "reading" and "cooking", with "playing instruments" as their least interest. When asked why "reading", they said that they could use it to while-away their time; while cooking, gardening, sewing and poultry raising were chosen not as their actual interests but could be used in earning a living. "Sports", was considered because it was among the community's concern as spearheaded by the Sanggunian Kabataan (SK).

In the area of exposure to reading materials, "comics" and "newspapers" were their preferences because these were affordable and written in Tagalog which language they felt convenient and light. They could easily understand the articles matched the pictures.

As for the reasons for dropping out from school, they considered, firstly, "poverty" and secondly, "parents need help", then, "psychological problems" as their remotest reasons. For their work experience, data showed that they did not only have experienced in one type of job but rather in multi-jobs. They claimed that the more jobs they had, the more experience they would gain which could help them become better persons. In fact they could accept any type

of job suitable for them which could make them earn a living. As to their future plans, the out-of-school youth reiterate their aspirations by saying that they would like to study and look for employment; others, simply wanted to study; while others, just worked for a living. Unfortunately, however, there were some who did not have plans at all.

For work values and attitudes of the out-of-school youth, the null hypothesis which stated that there were no significant differences between the actual means and the hypothetical means, the computed Z-tests are very much higher than the critical value of 1.96. Hence, 9 out of 10 sub scales are significant at .05 level.

The values which they considered important were "familial", "religious", "variety" and "interpersonal", all indicators of right attitudes toward life.

Performance of the Out-of-school Youth in the Filipino and English Literacy Tests along the Different Components

In this area, the out-of-school youth performed well in two components "Pagbasa" and "Matematika" of the Filipino Literary Test as exhibited by their means of 31.00 equivalent to 83 and 6.97 equivalent to 85, all with qualitative ratings of "very satisfactory". However, "Wika", a component of Filipino Literary test, "Language"

and "Reading", components of English Literary Test were deemed "satisfactory"; while "Mathematics" of the English Test was "fairly satisfactory" only.

In general, the Filipino Literacy Test with a qualitative rating of "Very Satisfactory" was found to be easier than the English Literacy Test with "satisfactory" rating. Based on their minimum (20 and 1) and maximum (91-91) scores, there was a wide spread of scores as reflected by their very high standard deviations of 14.4 and 17.4, respectively.

Significant Difference in the Performance of the Out-of-School Youth (OSY) in the Filipino and English Literacy Tests

The Filipino literacy performance showed significant difference with the English literacy performance as revealed by their means of 62.70 and 56.61 respectively. The mean difference of the two tests was pegged at 6.09 with a Z-test of 5.2229 meaning "significant" at .05 level.

Therefore, the null hypothesis, which states that there is no significant difference in the performance of the out-of-school youth in the Filipino and English Literacy Tests is rejected.

Significant Relationship Among the Independent Variables/Factors with the Out-of-School Youth's Performance in the Filipino and English Literacy Tests

There were nine (9) factors or independent variables considered in the study, namely: age, sex, educational attainment, socio-economic status, mental ability, self-concept, aspiration, interest and exposure to reading materials associated to the performance of the OSY in Filipino and English Literacy Tests.

Using the Pearson Product-Movement Correlation, four factors which were sex, educational attainment, mental ability, and exposure to reading materials all with qualitative rating of "low correlation", showed significant relationships to the OSY performance in the Literacy Tests as determined by the P-values of .0037, .0014, .0000, .00001, and .00012, respectively in the English Literacy Test as indicated by the computer. However, factors like age, socio-economic status, self-concept, aspirations, and interests did not show relationship.

Inventory of Community Needs, Occupational Resources, Employment Opportunities, Community Problems Encountered and their Suggested Solutions

Community Needs. There are twenty felt community needs identified and ranked by the four groups of respondents,

namely: the out-of-school, sanggunian kabataan chairmen, barangay captains, selected government agencies and people's organization.

Worth-taking note of is how the three of the four groups of respondents unanimously identified the needs of "adequate potable water" and "youth welfare" to be ranked 1 and 2 respectively. Literacy training skills training, electricity, nutrition, technical assistance, more employment opportunities, leadership training, employment opportunities and better farming methods were ranked 3rd to 11th priorities. Data showed that their priorities were development concerns of Samar which were reflected in the Samar Island Development Project.⁹⁸

Occupational Skills. Like the preceding inventory of community needs, the respondents were almost unanimous in their choice of computer education as the first among the 10 occupational skills, priorities, followed by carpentry, tailoring, housekeeping, cooking, manicure/pedicure, dressmaking, selling, and electricity. These were expressive of their desires for personal and community well-being.

Community Resources. With the five groups of community resources available in their barangays, they opted for

⁹⁸The Samar Island Development Program." , published by the Regional Development Council of Eastern Visayas Region, 1990.

natural resources as rank 1, human resources rank 2, institutional resources rank 3, raw materials rank 4, and technological resources as rank 5. These were indicative of their knowledge and awareness of their communities or barangays. The respondents would like to show that Calbayog City is rich in its natural resources, hence there is no reason for the Calbayognons to be poor.

Employment Opportunities. The assessment on employment opportunities showed that the easiest way of earning a living was by "self-employment" followed by "temporary or casual employment" which ranked 1 and 2, respectively. The respondents even considered "projects and project implementation" as their 3rd priority then "regular or permanent job" as fourth. These indicated that they, too, were not influenced by those employment opportunities.

As such, there were employment opportunities in the center or in their barangays; however, these were not permanent jobs with unstable income and uncertain time duration.

Community Problems Encountered. Based on the responses of the four groups of respondents, the following are the community problems encountered as identified by their ranks, to wit:

Unanimously considered by them was "Inadequacy of potable water supply" as rank 1 and 10th by the selected government agencies and people's organizations. Next to this was "Lack of skills for other jobs". This is an honest acceptance and recognition of their inadequacies for skilled work since they really do not have the potentials. Such problems were compounded when they considered "low educational attainments, lack of skills training, lack of continuing education, illiteracy, and unemployment". These are clear manifestations of the strong desire of the respondents to be heard and be given attention by the authorities concerned.

With the aforecited problems encountered, their living conditions were aggravated caused by "rising prices, presence of bad elements, poor health services, lack of concerned officials, scarcity of foods, rapid population growth, and folks resistant to change".

Considered the least serious problem was "poor weather conditions" because Calbayog was scarcely visited by poor inclement weather unlike before when it was always frequented by typhoon.

Suggested Solutions to Problems encountered

Relative to the problems encountered, the respondents had fourteen suggested solutions arranged according to rank:

1. Improve water system
2. More skills training
3. Eradicate illiteracy
4. Frequent visits of health center by concerned officials
5. Extend more relevant programs to barangays
6. Honest and sincere services of public officials
7. Skills training to out-of-school youth
8. Seminars on livelihood
9. Farm to market roads
10. Implement well existing programs
11. Provide capital for business
12. Give more employment opportunities to the people
13. Technical know-how in farming
14. Immediate response to problems met

Concurrence of Responses of the Respondents

Findings of the study showed that responses on "community needs" and "problems encountered" indicated "high concurrence," with their test statistics very much higher than their critical values. All the rest like "occupational skills", "community resources", "employment opportunities"

and "suggested solutions" were assessed by the respondents with qualitative rating of "low concurrence".

Collectively, all the six areas showed significant concurrence of responses at .05 level. Therefore, the null hypothesis which states that "the respondents did not significantly agree on the community needs, occupational skills, community resources, employment opportunities, community problems encountered and their suggested solutions" was rejected.

Conclusions

From the findings of the study, the following conclusions were established:

1. Profile of the Out-of-School Youth

1.1 Since the out-of-school youth are over-aged for their grade/year level they should no longer be made to go back to the classroom to sit with the young ones and undergo the rigidity of formal education. With the dominance of males it only goes to show that girls get the preference for schooling over the boys.

1.2 For mental ability and educational attainment factors, it can be inferred from the study that

the higher their mental ability, the better would be their literacy performance. Of course, there are some who performed better because of their length of stay in school. However, for many the number of years of schooling is not an indicator of literacy. The literacy performance of school dropouts as measured by the two tests shows that the "Grade IV criterion for the attainment of the threshold of literacy" cannot be applied to the sample. The recommendation of UNESCO and Dr. Sutaria that Grade IV is the threshold of functional literacy is inadequate. Furthermore, those with low and below average mental ability are not fit for higher intellectual activities, therefore, they should be provided with a different opportunity to develop coping mechanisms.

- 1.3 Their low self-concept has in one way or another influenced their outlook in life and disposition as revealed in their performance in the two tests.
- 1.4 Evidence by their aspirations, the out-of-school youth have strong desire to improve themselves

and their families not only financially but also physically, intellectually and professionally.

- 1.5 Accordingly, their exposure to reading materials shows that the better are their exposure to reading materials, the better are their performance in the literacy tests since reading is an important tool in taking the test.
- 1.6 Their reasons for dropping out are only symptoms of deeper problems which they could not verbalize.
- 1.7 Since ages, self-concept: aspirations, interests, socio-economic status did not show significant relationship to the literacy performance, the older ones can learn as much as the younger ones.
- 1.8 With the deficiencies in the different components of the two literacy tests, especially in Wika, Reading and Mathematics, being their "Waterloo", out-of-school youth need much time and practice to develop language, reading, writing and numeracy skills, especially in English. It is a fact that all government tests - both academics and technical use English as their medium, hence, examinees must have a good grasp of the language.

2. Literary Status of the Out-of-School Youth.

With the present literacy status of the out-of-school youth described as only "satisfactory", together with the inventory of community needs, occupational skills, community resources, employment opportunity, community problems encountered and suggested solutions, a functional literacy program should be proposed for them. This alternative learning system must be structured in such a way to give focus to the development of their literacy skills in language, writing, reading and mathematics in both Filipino and English and trade skills which would give them immediate employment after finishing the course. Added to these would be value formation and personality development in order to prepare them as they enter into the world of work.

3. Community Needs, Occupational Skills, Community Resources, Employment Opportunities, Community Problems Encountered and Suggested Solutions

It can be concluded that all the four groups of respondents are in concurrence on their identification of the community needs, occupational skills, community resources, employment opportunities, community problems encountered and suggested solutions as evidenced by their qualitative rating of "high concurrence" for "needs and

problems" and "low correlation" for "occupational skills", "community resources," "employment opportunity" and "suggested solutions" and all significant at .05 level.

These further imply that all the respondents are very much aware of what these things can do and how they can be affected by them. Furthermore, they are aware that if Calbayog is rich in natural resources, there is no reason why the Calbayognons must remain poor.

Based on the "community needs" and "community problems", it can be concluded that the respondents were affected by them. Speaking also of employment opportunities and community resources, it can be concluded that they are very much aware of their existence, yet they do not have access to them because of their status in the society.

Recommendations

In the light of the findings and conclusions of the study, the researcher recommends the following:

1. For the Out-of-school Youth

- 1.1 The non-formal classes of the DECS or other interventions coming from government agencies on literacy should be more functional. There is a need to put greater efforts into the learner-driven

aspects of program development---what the out-of-school youth want to learn, when, and how. Participation drops off rapidly after a few weeks into the program, because participants do not feel motivated to continue since the program does not fit their needs well. Besides most literacy works are done in isolation from other education services for families. Hence, literacy programs must be utilized in everyday family and work settings of the out-of-school youth. Basic or the 3 R's and job-related skills should be the focus of the program with the aim of making the out-of-school youth pass skills or trade tests. Teachers or trainers should identify the needs and resources of the community and involve the people in planning the things they need to learn in literacy

- 1.2 The out-of-school youth who would like to continue further schooling for academic advancement should be given access to curriculum offerings in the community where they live or be sent to schools outside of their communities which can help the out-of-school youth through scholarship grants or aids through the government or non-government institutions and should not be linked with

"political color" to give everyone equal opportunity to avail of the program.

- 1.3 For TESDA/ DOLE to administer Performance/ Skills/ Trade Tests and grant out-of-school youth their Job competence Certificates. This could be a good reference for employers who need services of workers in specific field.
- 1.4 A placement office is needed to help graduates of the literacy classes find jobs. A close coordination with owners of businesses and other employers should be done so that graduates of literacy classes can be offered apprentice job which will eventually lead to their employment. This coordination is necessary so that the specific skills needed in the job will be the focus of the training. It will also motivate the dropouts to attend literacy classes.
- 1.5 Since the result of the study points out to the importance of job literacy in terms of the need of the out-of-school, a systematic literacy testing and instructional program should be prepared as an alternative learning system, thus the functional literacy program is prepared (Chapter VI).

2. Future Researchers

- 2.1 Develop an instrument designed to establish the literacy level of drop-outs using test in the 3 R's and manipulative skills. This instrument could also be used to assess the progress of dropouts from one level to the next by measuring their performance. This can be further refined to become a progression text from one level to higher levels of literacy, however, mental ability should be determined to ensure effective gauge of the literacy level of the out-of-school youth.
- 2.2 Conduct studies on literacy for whom and for what purpose. Programs on literacy for specific purposes can be developed. Literacy materials for specific purposes can be prepared to go with the program. Besides, strategies for instruction and evaluation will be considered in the study.
- 2.3 Compare the Grade IV, Grade VI, High School and first two years of College performance using these Filipino and English Literacy Tests. The type of school (private and public) and location can be used as variables.
- 2.4 Using the Reading Miscue Inventory (RMI) of Goodman as a measuring instrument, conduct studies on the

reading ability of out-of-school youth regardless of age and civil status in Filipino and English Tests. Grade, sex, school background, mental ability and language can be used as variables.

CHAPTER 6

PROPOSED FUNCTIONAL LITERACY PROGRAM FOR THE OUT-OF-SCHOOL YOUTH OF CALBAYOG CITY

I. Background/Rationale

The development of the youth in the Philippines particularly here in Calbayog City as evidenced by the low SES, educational attainment and mental ability is a concerted effort being undertaken by both the national and local government to free them from the grips of the vicious cycle of poverty and their dissatisfaction with their present social, political and economic conditions.

The survey of the Functional Literacy, Education and Mass Media (FLEMMNS) released by the National Statistics Office and the Bureau of Nonformal Education in 1994 shows that our functional literacy is 83.8 percent. In actual numbers, however, these impressive figures do not put the illiteracy issue to rest - 2.4 million Filipinos are still basically illiterate and 7.8 million are functionally illiterates.

Unfortunately, many of the youth today, leave the formal school system, barely literate to function minimally in society, much less skilled to participate in the mainstream of economic and social life.

The situation especially here in Calbayog City is further aggravated considering that the youth are vulnerable to social problems which may arise from being an out-of-school youth numbering to 5,415 aged 15 to 24. Although many youth are desirous to improve their living conditions by engaging in productive pursuits; however they are prevented from pursuing such aspiration due to poverty - the greatest ill that plagues our barangays today. Given these conditions, it is evident that more attention must be given to the preparation of our youth here in Calbayog City to enable them to engage in gainful employment, thereby contribute to national recovery and efforts. The shortage of employment opportunities as well as quality skills, has severely restricted opportunities towards contributing to national productivity and has given rise to various social problems.

In view of these, several government agencies and non-government organizations here in our beautiful city have provided services for the youth through the intervention of the City Social Welfare and Development Office and the DECS in addressing certain problems of the youth sector. However, these continue to be a felt-need of developing a scheme that will reach out to more out-of-school youth and develop them by providing opportunities to undertake

literacy sessions and relevant skills/livelihood trainings with respect to industry requirements. The attainment of functional literacy appears to be the objective of Philippines 2000. Hence, a functional literacy program for the out-of-school youth can be one of the best solution to this global issue which if not counteracted all the development efforts would go to waste.

Non-formal education reports cite poor quality of NFE products - literacy skills gained at the end of basic literacy program or skills training program. In fact, in the Division of Calbayog, the coordinator of the non-formal education program regrets to say that there are some of their clientele who could not take the trade test after the end of the program for lack of literacy skill. The out-of-school youth and adults could hardly read and write and could hardly understand what they read. Hence they are hesitant in taking the said test.

In the light of all these phenomena, the researcher humbly proposes this functional literacy program for the out-of-school youth of Calbayog City.

II. Objectives:

General: To promote the total development of the out-of-school youth (OSY) to fully harness their potentials and capabilities and become economically, productive, self-reliant, socially psychologically and morally responsible citizens of Calbayog City in particular and the Philippines in general through the development of literacy and technical-vocational skills.

Specific:

1. To conduct a functional literacy program focused on the basic literacy and livelihood/technical skills.
2. To help eradicate illiteracy and raise functional literacy among the out-of-school youth.
3. To exercise Filipino values.
4. To evaluate the effectiveness of the program.
5. To administer achievement tests on the areas covered by the program before the out-of-school youth shall take the trade test.
6. To contribute to the professional, cultural, moral and social development education of the out-of-school youth and the rural community.

III. Description of the Functional Literacy Program

The Functional Literacy Program is an educational service provided to the out-of-school youth (OSY) of Calbayog City. This is composed of the development of basic literacy skills, e.g. English/Filipino For A Special Purpose (Language, Writing, Reading), and Mathematics Values Education and Environmental Education, and Trade Skills development as the identified priorities of the respondents of the study. The trade skills shall be taught following the trade skills standards so that the clientele shall pass the trade test to be administered by the TESDA.

IV. Guiding Principles:

To promote the development of the out-of-school youth, the following principles serve as the foundation of the proposed functional literacy program for OSY of Calbayog City:

1. Adherence to National/Regional Development Goals

Empowering the youth especially the out-of-school youth is one of the main thrusts of our government today as emphasized in the Department Order No. 18 s. 1996 of the Department of Social Welfare and Development. It is a mandate to care, protect, rehabilitate and empower them socially, psychologically, economically and morally. Hence

they must be prepared to become productive through the functional literacy program in order to obtain gainful employment which in turn shall result to better quality life.

2. Quality Skills with Respect to Industry/Employment Requirements.

That serious problem of "mismatch" between the output (graduate produced) of education and training institutions, and the needs of the economy or industry must be considered seriously by every one. Hence this proposed functional literacy program for the out-of-school youth takes it a responsibility to produce graduates whose skills are the 'correct skills' needed to accelerate economic and social progress rather than belong to the long list of the unemployed. Such a program must produce the necessary labor force equipped by the trade skills standards specific of the industry.

3. Total Development of the Out-of-School Youth

This proposed program provides for the total development of the out-of-school to fully realize their potentials and capabilities and become economically productive, self-reliant, socially, psychologically and morally responsible citizens.

V. Minimum Standards of the Functional Literacy Program for the Out-of-School Youth

A. Program Components

The Functional Literacy Program is based on the demands of the out-of-school youth as shown by their responses on the profile for skill preferences and their literacy performance in the English and Filipino Literacy Test. This is also supported by the inventory of needs, occupational skills, community resources, employment opportunities, community problems and their suggested solution.

The program is composed of two major components, namely: the Literacy Enhancement Skills (English, Filipino, Developmental Reading, Mathematics, Values Formation, Personality Development and Public Relations); and the Trade Skills Technology classified as: Agribusiness and Fisheries, Apparel and Textile, Auto Land Transport, Business Clerical and Related Works, Construction, Cosmetology, Electrical Trade, Electricity, Metal Craft, Printing, Service Worker, Tourism, and Wood based on the trade names of the NMYC and the Trade Skills Standards.

1.1 Literacy Enhancement Skills

1.1.1 English For A Special Purpose (ESP)

This is a tool subject which shall cater to the language and writing of the out-of-school youth. Such a

subject shall deal with fundamental principles and mechanics of the English grammar with emphasis on communicative competence of the learner. The title of the subject suggests that it shall be used by the learner to learn his trade skill subjects.

1.1.2 Filipino For A Special Purpose (FSP)

This is a tool subject which shall development the language, writing, and reading in Filipino.

1.1.3 Developmental Reading

This is a subject designed to expand reading as well as listening vocabulary, accelerate speed and comprehension, foster literary appreciation and build higher level skills in critical - creative thinking inorder to facilitate the learner's encounter with reading materials in his skill subjects as well as in taking government examinations.

1.1.4 Values Formation/Personality Development and Public Relations

This course/subject is an integration of self-awareness personal grooming, social graces, reception manners and designed to effect a wholesome transformation and a better outlook in life, and to relate wholesomely with other people particularly his employer, management or customer.

1.1.5 Mathematics

This subject deals with the fundamental operations, fundamental principles in business as well as practical accounting which can be used in the mathematical aspect of the skill subject as well as job performance.

2. Trade Skills Technology

Subjects shall follow the prescribed index of knowledge requirements the number of training hours and other requirement of the course as stipulated in the brochures of the National Manpower and Youth Council (NMYC) for the specific course. The program coordinators can exercise discretion in the scheduling of the subjects provided the acquisition of require competencies shall be ensured.

For effective instruction, the class size shall not exceed 35 students.

B. Resources

1. Faculty

Inclusive of the general education, the following requirements should be adhered to:

- 1.1 The trade skill instruction should have the minimum qualification including the methodology experience in teaching the particular trade skill subject.

- 1.2 Four full-time faculty members to teach the trade skill courses with a regular teaching load of not more than 30 hours.
 - 1.3 These should be at least three instructors for academic or tool subjects with a regular teaching load of not more the 24 hours.
 - 1.4 The regular
2. Students (Out-of-School Youth)
 - 2.1 Since the school/educational institution has its own admission policy, the clientele to the functional literacy program shall be subjected to it with sacrificing academic/trade skills standards.
 - 2.2 Admission of students shall be determined by their interest to undergo training in the course. They will be subjected to the English and Filipino Literacy Tests and interview. Results of these tests shall be used in classifying them in the conduct of academic subjects.
3. Physical Facilities and Equipment
 - 3.1 Building Requirement

The Functional Literacy Program shall be offered in public schools/institutions which can accommodate such program, e.g. TTMIST, DECS

Nonformal Education, Sewing Craft - City Social Welfare and Development Office.

3.2 Standard Classrooms and adequate laboratory facilities shall be provided for the varied educational experiences in order to achieve program objectives and student performance objectives.

3.3 Prior evaluation of facilities/equipment shall be part of the program's evaluation system.

3.4 Appropriate facilities and equipment must be procured in order to develop skills needed by the world of work or industry.

4. Academic Policies

4.1 Entrance Requirements

4.1.1 Applicants to the said program shall be out-of-school youth aged 15-24, single as certified by the Barangay Captains/Sanggunian Kabataan Chairman/City Social Welfare and Development Officer.

4.1.2 The applicant must be physically fit as certified by a government physician.

4.1.3 The applicant must present Certificate of Good Moral Character duly certified by his Barangay Captain/representative.

4.1.4 Enrolment to the program shall coincide with the enrolment schedule of the school/institutions.

4.1.5 Other entrance requirements of the school/institutions which may be deemed necessary shall be followed by the applicant.

4.2 Attendance

Every student in the program is required to attend regularly all class periods in a given subject to earn the certificate for the course. The student is given twenty percent of the period to take care of emergency cases such as illness or death in the family and similar circumstances.

4.3 Study Load

A student shall carry the prescribed numbers of subjects for the prescribed number of hours. The study may take more than one trade skill.

4.4 Grading System

The grading system to be used shall either be "Passed" or "Failed". The student shall be subjected to both written and practical tests to get a real evaluation of his performance in the course. Certificate of completion shall be given

to the student who has satisfactorily meet the competency requirement, after which he shall be recommended for the trade test with TESDA.

**IMPLEMENTATION STRATEGY OF THE PROPOSED FUNCTIONAL
LITERACY PROGRAM FOR THE OUT-OF-SCHOOL YOUTH
OF CALBAYOG CITY**

The implementation of the proposed Functional Literacy Program for the out-of-school youth of Calbayog City is to be undertaken primarily by the researcher in collaboration with the Extension Office of the Tiburcio Tancinco Memorial Institute of Science and Technology (TTMIST), Calbayog City. This is so since the TTMIST Extension Office is already spearheading the offerings of some of these courses found in the proposed functional literacy program through its Evening Opportunity Classes.

A coordination shall be undertaken with the City Social Welfare and Development Office (CSWDO) through its Unlad-Kabataan Program as mandated by Department Order NO. 18, s. 1996 whose primary aim is the total development of the disadvantaged youth particularly the out-of-school in terms of their spiritual, economic, physical, psychological, and cultural development. Nonetheless, both the CSWDO and the proposed program are focusing on the same would-be-clientele who are OSY and aged 15 to 24 years old and single. Along this line, the Pag-asa Youth Associations (PYA) have been organized in almost all barangays and have federated with

local, regional and even national network. Identification of participants to trainings shall be facilitated easily. For moral and financial support, the researcher shall establish linkages with other government agencies both local, regional and national; professional organizations and non-government organizations (NGOs). However, the researcher will start writing national officials as well as foundation and institutions who can support to institutionalize this program for the out-of-school youth of Calbayog City.

For the manpower, the researcher through the offices of the Vice President for Academic Affairs and the Director of Research and Extension shall tap the expertise of the TTMIST faculty and students to be credited as their extension work in answer to one of the mandated functions of the College.

The envisioned strategy for the implementation of the proposed functional literacy program for the out-of-school youth of Calbayog City is depicted in Figure 3.

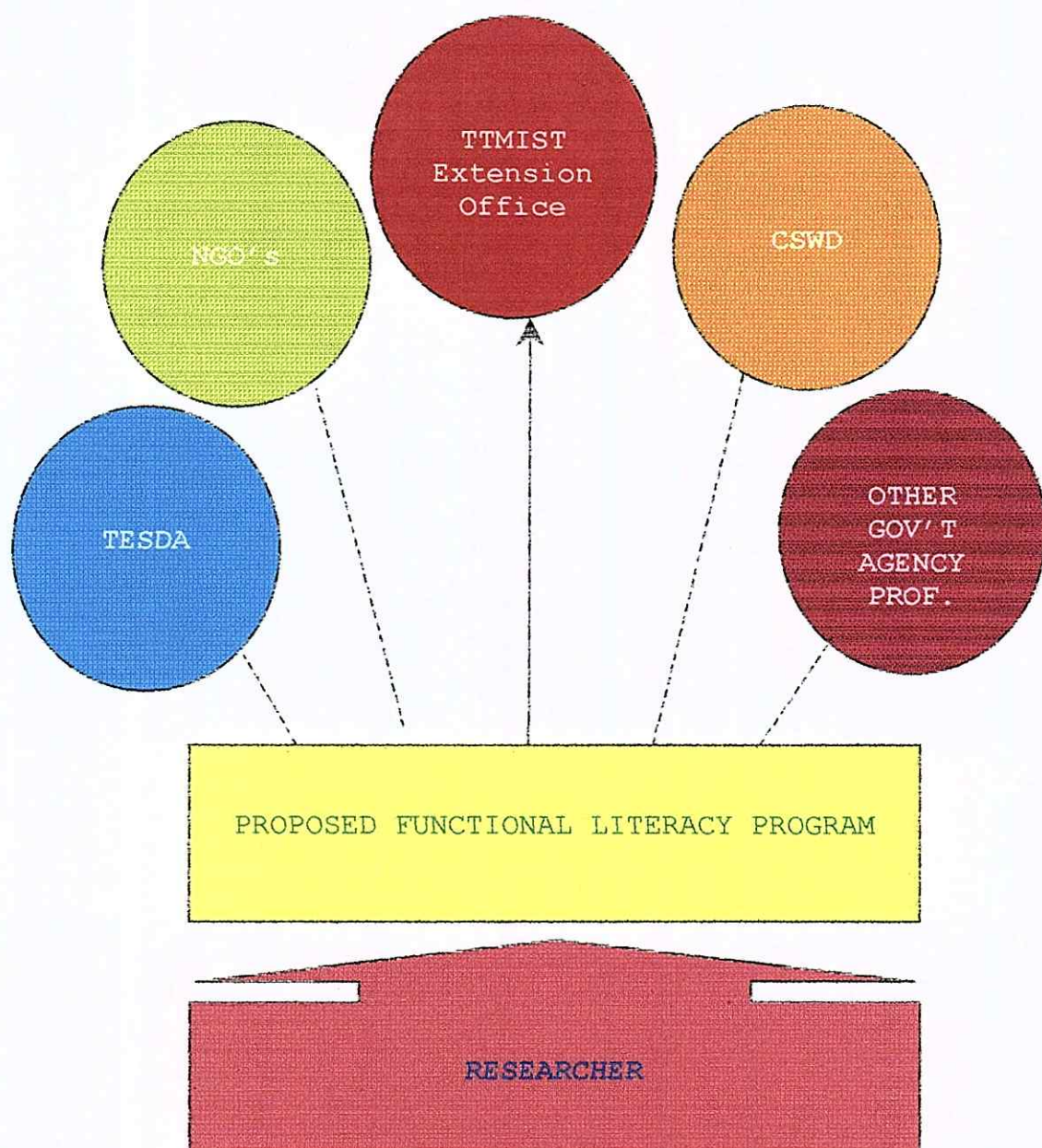


Fig. 3 Schematic Diagram on the Implementation Strategy of the Proposed Functional Literacy Program for the Out-of-School Youth of Calbayog City

LITERACY ENHANCEMENT SKILLS

<u>Subjects/Courses and Index of Knowledge Requirements</u>	<u>No. of Hours</u>
English For A Special Purpose	120
1. Language	
1.1 Grammatical Interpretation	
1.2 Use of Capital Letters	
1.3 Use of Punctuation Marks in Writing Letter	
1.4 Letter Writing	
1.5 Filling Up Forms	
1.6 Writing paragraphs/compositions	
1.7 To handle job interviews and maintain good relationship with manager and peers.	
2. Reading	
2.1 Word Meaning	
2.1.1 Getting Meaning through Context clues	
2.1.2 Getting Meaning through Inflection	
2.1.3 Meaning of Advertisements, road signs, etc.	
3. Study Skills	
3.1 Interpretation of maps, graph, tables, prescription	
3.2 Following directions in filling out forms, etc.	
3.3 Reading telephone director, transport- ation and the like.	

4. Comprehension Skills

- 4.1 Getting the main idea
- 4.2 Inferring Ideas
- 4.3 Drawing Conclusions

5. Entrepreneurship

- 5.1 Basic organizational and managerial knowledge, skills and attitudes
- 5.2 Technical Writing
 - 5.2.1 Feasibility study
 - 5.2.2 Proposal
 - 5.2.3 Progress Report
 - 5.2.4 Position Paper

Filipino For A Special Purpose

40

1. Wika

- 1.1 Pagpapakahulugan sa Balarila
- 1.2 Wastong gamit ng malaking titik at mga bantas
- 1.3 Pagsulat ng talata, liham, etc.

2. Pagbasa

- 2.1 Pagpapakahulugan sa salita
 - 2.1.1 Sa tulong ng pahiwatig sa nilalaman, atb.
 - 2.1.2 Mga baylingual sa patalastas, babula sa daan, atb.
- 2.2 Pang-unawa
 - 2.2.1 Pagkuha ng pangunahing kaisipan, detalye
 - 2.2.2 Pagbibigay hinuha
 - 2.2.3 Pagbibigay ng konklusyon

3. Pag-aaral

- 3.1 Pagkakahulugan sa mapa, tsart, direktaryo, anunsyo o komiks istrip
- 3.2 Pagsunod sa panuto

Mathematics**1. Four Fundamental Operation****1.1 Addition and Subtraction****1.2 Multiplication and Division****1.3 Rational Number****1.4 Time****1.5 Percentage****1.6 Area****Values Education**

This subject focuses of self-awareness and designed to effect a wholesome transformation and a better outlook in life. It further enhances values formation. Eventually the students' knowledge, skills, and attitude will be further improved and reinforced to help them become knowledgeable, well-adjusted, and desirable persons at home and in the community.

Personality Development and Public Relations

This subject is about personal grooming, social graces, reception manners, public relations, particularly employee management and customer relationship.

TRADE SKILLS TECHNOLOGY

Computer Education

This course includes an introduction to computers, specifically on Basic Computer Literacy; Word Processing Using Wordstar Application, Spreadsheet Using Lotus, and Turbo Basic Programming.

- A. Basic Computer Literacy (40 hrs.)
10 hrs. lecture & 30 hrs. laboratory

Index of Knowledge Requirements

1. Basic Computer Concepts
 - 1.1 Computer Definition
 - 1.2 Computer Capabilities, Functions, and Applications
 - 1.3 Computer Five Component Parts
2. Computer Hardware Connections
3. Disk Operating System (DOS)
 - 3.1 Two Types of DOS Commands
 - 3.2 Wildcards and Switches
4. Keyboarding
 - 4.1 Speed Test
 - 4.2 Accuracy Test

- B. Word Processing Using Wordstar Application (40 hrs.)
10 hrs. lecture, 30 hrs. hands-on

Index of Knowledge Requirements

1. Opening Menu
2. Creation, Saving and Retrieving Wordstar Document File
3. File Manipulations
4. Dot Commands

- 5. Edit Commands
 - 5.1 Classical Menus
 - 5.2 Pull Down Menus
- 6. Printing of Wordstar Document Files
- 7. Merge Printing

C. Spreadsheet Using Lotus 1-2-3 (40 hrs.)

Index of Knowledge Requirements

- 1. Lotus Screen Parts
- 2. Numeric and Character encoding
- 3. Formula
 - 3.1 Traditional Formula
 - 3.2 Functions
- 4. Main Menu
 - 4.1 Worksheet Commands
 - 4.2 Range Commands
 - 4.3 Copy Command
 - 4.4 Move Command
 - 4.5 File Commands
 - 4.6 Print Command
 - 4.7 System Command
 - 4.8 Data Commands
 - 4.9 Graph
 - 4.10 Quit
- 5. Other Functions

D. Turbo Basic Programming (60 hrs.)
15 hrs. lecture, 45 hrs. hands-on

Index of Knowledge Requirements

- 1. Programming Basic Concepts
 - 1.1 Six Steps in Computer Problem-Solving
 - 1.2 Data Types and Structures
 - 1.3 Flowcharting: Symbols and Logic Structures
- 2. Getting Started With Turbo
 - 2.1 Turbo Basic Environment
 - 2.2 Creating a Program
 - 2.3 Running a Program
 - 2.4 Compiling to a File, Saving, and Recalling a Program
- 3. Elementary Programming
 - 3.1 Basic Constants and Arithmetic Operators
 - 3.2 The PRINT Statement

- 3.3 Turbo Basic Variables
- 3.4 The INPUT Statements
- 4. Turbo Basic's Control Structures
 - 4.1 FOR...NEXT, WHILE, and DO Loops
 - 4.2 Relational Expression and Conditional Statements
 - 4.3 Procedures
- 5. Working With Data
 - 5.1 Working With Tabular Data-Arrays .
 - 5.2 Sequential Files
 - 5.3 Random Access Files
 - 5.4 The Elements of Sorting
- 6. An Introduction to Graphics and Sound
 - 6.1 Graphic in Text Mode
 - 6.2 Colors and Graphics Modes
 - 6.3 Lines, Rectangles, and Circles
 - 6.4 Painting Regions of the Screen
 - 6.5 Sound and Music
- 7. Using a Printer
 - 7.1 Printing Fundamentals
 - 7.2 Printer Command Sequences
 - 7.3 Printer Graphics

Construction Glazier - Installs and fastens glass in windows, doors, skylights and display ends or on surfaces such as building walls, partition walls, ceilings and table tops. (120 hrs.)

Index of Knowledge Requirements

1. Safety Practices
2. Trade Mathematics
3. Materials, Tools and Equipment
4. Shop Planes and Drawings
5. Assembly and Installation
6. Maintenance and Repair, Procedures/Techniques
7. Observing Safety Practices
8. Laying Out and Cutting Glass Outline and Patterns
9. Laying Out and Fabricating Glass Frame
10. Assembling and Installing Glass Frames
11. Applying or Installing Glass Sealing Materials
12. Repairing or Replacing Defective Glasses and Glass
Frames
13. Installing and Repairing Locks
14. Installing Door Closers and Stops

Bookkeeping - A study of the fundamentals involved in the flow of business either service or merchandising concern. It includes the basic problems of analyzing the transactions incurred by the business. The accounting processes include the preparation of financial statement. (120 hrs.)

Index of Knowledge Requirements

A. Introduction

1. Bookkeeping and the business
2. Purpose of bookkeeping
3. Forms of business organization
4. Business as an bookkeeping activity
5. Bookkeeping versus accounting
6. Significant of bookkeeping

B. The bookkeeping equation and its relation to the theories of debit/credit

1. Definition of debit, credit to a transaction
2. Relationship of debit and credit to a transaction
3. Complete rules of debit and credit

C. Journalizing and posting

1. Chart of accounts
2. Real and nominal accounts
3. Procedures in journalizing, posting
4. Trial balance and location of errors

D. Simple Worksheet and Simple Financial Statement

1. Procedures in worksheet preparation
2. Forms of Balance Sheet
3. Classification on account in the Balance Sheet and Income Statement
4. Closing the ledger
5. Closing journal entries
6. Procedure in ruling of the ledger
7. Post-closing Trial Balance

Cooking - This course deals with the preparation and cooking aisles and meals according to various techniques and standards in a hotel and restaurant.
(120 hrs.)

Index of Knowledge Requirements:

Safety Practices

Sanitation

Product Knowledge

Mathematics

Kitchen Utensils and Equipment

Methods of Storing Food

Hotel and Restaurant Operational Procedures

Housekeeping

Communication

Performing Safety Practices

Assisting in Planning Menus

Preparing Ingredients According to Recipes

Cooking Meals/Dishes According to Recipes

Presenting Cooked Dishes

Storing/Converting Unconsumed Cooked and Uncooked Food

Performing Housekeeping and Maintenance

Baking - This course is concerned with the preparation and baking of bread and other yeast flour products for a restaurants and various outlets of a hotel.
(120 hrs.)

Index of Knowledge Requirements

Safety practices

Sanitation

Mathematics.

Product Knowledge

Kitchen Utensils and Equipment

Methods of Storing Food

Hotel and Restaurant Operational Procedures

Housekeeping

Communication

Performing Safety Practices

Preparing Ingredients

Preparing Bread for Baking

Baking Bread

Storing Unconsumed Food and Ingredients

Performing Housekeeping and Maintenance

Dressmaking - This course aims at producing complete dresses and assimilated garments and executing alterations and repairs. (120 hrs.)

Index of Knowledge Requirements

Safety Precautions

Shop Computations

Measurement

Measuring Tools

Materials

Machine Types and Functions

Needle Type and Application

Cutting Tools

Types of Stitches/Seams

Pattern Interpretation

Communication

Marker Preparation

Trade Theory

Performing Safety Practices

Measuring Customer For Size

Drafting/Cutting Patterns

Estimating Materials

Hand-Cutting Fabrics

Performing Sewing

Performing Various Stages in Fitting

Executing Alterations and Repairs

Tailoring - The course is designed to serve as a workshop which covers the proper use and care of sewing tools and equipments. It provides also training in taking body measurements for men, pattern making and garment construction. The students will make sport shirt, dress shirt, Barong Filipino Men's Pajama, short pants and long pants. (120 hrs.)

Index of Knowledge Requirements

1. Sewing Tools
 - 1.1 Kinds of tools
 - 1.2 Uses and care of swing tools
2. Sewing Machine
 - 2.1 Kinds of sewing machine
 - 2.2 Parts and function of the sewing machine
 - 2.3 Kinds of sewing attachment
3. Body Measurements
 - 3.1 Analysis of the anatomy of the human figure
 - 3.2 The measuring parts of man's figure
 - 3.3 How the measurement are taken
4. The Basic Pattern
 - 4.1 Definition of patterns
 - 4.2 Pattern symbols
5. Kinds of shirts
 - 5.1 Kinds of collar
 - 5.2 Seams and hems
 - 5.3 Plackets
 - 5.4 Pockets
6. Drafting the pattern
 - 6.1 Polo shirt (sport shirts)
 - 6.2 Dress shirt (camisadentro)
 - 6.3 Barong Filipino
 - 6.4 Men's Pajama
 - 6.5 Short pants
 - 6.6 Long pants

Driving/Bus Driver - operates bus to transport passengers to specified routes to local or distant points according to time schedule. (120 hrs.)

Index of Knowledge Requirements

Safety Practices

Equipment Components/Parts

Control Levers and Pedals

Pre-and Post-Operational Inspection

Rules and Regulations

Passenger Care Practices/Procedures

Routes

Preparation of Reports

Reporting and Communicating

Observing Safety Precautions

Performing Passenger Care-Practices/Procedures

Performing Pre-Departure- Check-up

Operating Bus

Performing Post-Trip Inspection

Building-Wiring Electrician - installs and maintains electrical wiring and related equipment in houses, industrial and commercial establishments and other buildings. (120 hrs.)

Index of Knowledge Requirements

Safety Precautions

Hand and Power Tools, Equipment and Instruments

Mathematics and Mensuration

Materials: Uses and Specifications

Blueprint - Reading and Drawing

Philippine Electrical Code

Related Rules and Regulations

Trade Theory

Preparing Electrical Materials

Installing Electrical Components

Installing Electrical Wiring

Connecting Electrical Devices/Equipment

Checking Electrical Installation

Maintaining Electrical Wiring and Equipment

(2nd & 1st class)

Automotive Mechanic (Light Duty) - - diagnoses, services, installs, disassembles/assembles, replaces, converts/fabricates, overhauls, calibrates, tests, adjusts, and reconditions parts, components, assemblies/sub-assemblies of light-duty automotive vehicles in accordance with manufacture's standards. (180 hrs.)

Index of Knowledge Requirements

Protecting Self and Others

Using and Maintaining Tools, Measuring Instrument and Shop Equipment

Basic Shop Mathematics

Service Publications

Converting/Fabricating parts/Components

Driving a Light Duty Vehicle

Preventive Maintenance

Gasoline Engine Tune-Up (2nd class & 3rd class)

Diesel Engine Tune-Up (2nd & 3rd class)

Brake System

Suspension System

Steering System and Components (2nd class)

Power Train System (2nd & 3rd class)

Engine Overhaul

Engine Electrical System

Basic Shop Management

Protecting Self and Others

Converting/Fabricating Parts/Components

Driving a Light Duty Vehicle

Performing Preventive Maintenance

Performing Gasoline Engine Tune-Up

Performing Diesel Engine Tune-Up

Servicing Brake System

Servicing Suspension System

Servicing Steering System and Components (2nd & 1st classes)

Servicing Power Train System

Performing Engine Overhaul

Servicing Engine Electrical System

Applying Basic Shop Management Skill

Instrumentation Repairman - performs technical maintenance that includes the replacement of unserviceable parts, assemblies, testing and alignment of internal components of electrically actuated and pneumatic/hydraulic controller devices/instruments.
(120 hrs.)

Index of Knowledge Requirements

Safety

Communication

Shop Computation

Materials

Measurement and Instruments

Diagrams and Symbols

Tools Technology

Trade Theory

Tending Instruments

Repairing Instruments

Replacing Electrical Signal Instruments

Replacing Pneumatic/Hydraulic Signal Instrument

Calibrating Instruments

Observing Safety Rules and Regulations

Upgrading Technical and Communication Skills

Furniture and Automotive Upholsterer - repairs and fabricates upholstered parts of house and office furnitures, seats and panels of vehicles. (120 hrs)

Index of Knowledge Requirements

Safety Shop Practices
Trade Mathematics
Trade Mensuration
Trade Drawings
Upholstery Supplies and Materials
Upholstery Tools: Types and Uses
Machine Used in Upholstery
Upholstered Furniture Design and Standard
Prototype and Pattern Making (Class A)
Fabrication and Assembly
Quality Control (Class A)
Machines and Tools Maintenance
Performing Safety Shop Practices
Preparing Trade Drawings
Stripping Old Covers and Padding
Attaching Spring and Webbing
Stuffing/Padding Upholstery
Lay Outing and Cutting Cover
Setting and Operating Upholstery Machine
Attaching Cover
Repairing Upholstered Parts
Maintaining Tools and Machines
Making Patterns and Prototypes (Class A)

Farm Training - 120 hrs.)

Index of Knowledge Requirements

Introduction to Plant Life and Growth

The Importance of Plants

Parts of Plants and Their Functions

The Cycle of Plant Life

Conditions Essential For Plant Growth

Determining Possibilities with Vegetables and Field Crops

Importance, Classification, Origin, and

Distribution of Vegetables and Field Crops

Factors Affecting Vegetables and Field Crop production

Most Common Factors Affecting the Culture of

Vegetables and Field Crop

Environmental Factors that Determine the Yield

of Farm Crops

Approved Farm Management Practices in Vegetables and

Field Crops Production

Importance of Seeds

Hand Tools and Farm Implements- Their Uses and Care

Values of Land Preparation

Methods of Planting and Propagation of Seeds and

Seedlings

Fertilizer Requirements of Farm Crops and Its
Application

Water Management

Crop Protection: Insect Pests and Diseases and
Their Control, Weed Control and Cultivation

Harvesting and Marketing Farm Products and By-Products

The Best and Proper Time to Harvest the

Different Vegetables and Other Farm Crops

Market and Marketing Vegetables and Other Farm
Crops

Livestock Farmer (Swine) - feeds and takes care of swine from birth to market stage; performs swine management practices such as breeding, castration and ear notching; maintains and cleans pens and accomplishes records. (120 hrs.)

Index of Knowledge Requirements

Safety Practices

Applied Mathematics

Tools and Equipment

Supplies and Materials

Care and Maintenance of Pigs

Principles and Methods of Castration

Systems of Feeding

Communications

Feeding Swine

Taking Care of Baby Pigs After Birth

Castrating Pig

Breeding the Animals

Implementing Swine Identification

Accomplishing Records

Offset Pressman - prepares, operates and maintains an offset press machine to print single and multi color copies from lithographic plates. (120 hrs.)

Index of Knowledge Requirements

Safety Precautions

Graphic Measurements and Computations

Offset Printing Theory

Graphic Arts Information

Tools, Instrument, and Supplies

Paper and Ink

Offset Plates and Blankets

Offset Machine and Press Accessories

Offset Press Operation

Maintenance of the Offset Press

Observation of Work Safety

Pre-make-ready

Makeready

Operating the Press

Cleaning and Servicing

Maintenance

Milling-Machine Setter-Operators - (200 hrs.) - produces precision-shaped parts and articles by setting up and operating a power-driven machine which shapes workpieces thru the action of multiple-tooth eating tools. He/She performs tasks primarily involving metal production work, but which may also involve use of non-metal materials.

Index of Knowledge Requirements

Safety Practices

Shop Mathematics

Measuring Instruments

Materials

Blueprint-Reading

Cutting Tools

Milling Machine Operation

Observing Safety Precautions

Performing Plain Milling Operations

Milling Grooves/Slots

Milling Serrations/Splines

Milling Gears (1st class)

Roomboy/Chambermaid - (120 hrs.) is concerned with the cleaning and tending of guest/service rooms and halls in establishments such as hotels, inns, clubs, hospitals, resorts and dormitories.

Index of Knowledge Requirements

Safety Practices

Product Knowledge

Housekeeping Linen and Supplies

Housekeeping Tools and Equipments

Electrical Appliances Operation

Mathematics

Sanitation

Communication and Record-Keeping

Hotel and Resort Operation Procedures

Checking Room

Maintaining Room Supplies

Cleaning Halls/Hallways

Cleaning/Maintaining Service Area

Cleaning Bathrooms

Setting Up/Marking Up Rooms

Preparing Reports/Requisitions

Rattan Furniture Maker - makes and assembles quality furniture and ornamental accessories made of rattan poles and its derivatives base on a given drawings and specifications. It utilizes the application of basic handtools and equipments used in rattan production process. (120 hrs.)

Index of Knowledge Requirements

Safety Procedures and Practices

Finishing Processes

Rattan Furniture Designs and Specification

Mensuration

Blueprint Reading

Trade Mathematics

Rattan Technology

Supplies and Materials

Tools and Equipments

Observing Safety Practices

Preparing Rattan Poles For Production

Making Furniture and Accessories

Assembling Frame

Installing Accessories

Preparing Surface For Finishing

Water Treatment Plant Operator - (Gas Chlorination) (40 hrs.)

- operates and maintains gas chlorination system of
a water distribution network.

Index of Knowledge Requirements

Water Treatment

Gas Chlorination System

Troubleshooting

Safework Practices

Tools and Equipment

Operating Chlorinator

Performing Trouble Shooting

Performing Safety Practices

Refrigeration and Air Conditioning - (120 hrs.)

- a. Importance and Principles of Refrigeration and Airconditioning
- b. Basic Tools, Equipment and Instrument
- c. Refrigeration Electricity
- d. Proper Selection of Materials

a. Heat

Measuring Heat

Temperature

Heat and State of Matter

How Refrigerator Works

b. Tools

Tube Cutter

Flaring Tool

Coil Spring Bending Tool

Wrenches

Pliers

Screwdriver

Equipment

Gauges

Refrigerant Cylinders

Blowtorch

- c.
 - 1. Compressor-Motor
 - 2. Relay
 - 3. Overlook protector
 - 4. Thermostat
 - 5. Cabinet light and switch
 - 6. Switch Cord
- d. Refrigerant tubing and fitting
 - Copper Tubing Connection
 - Soldering and Brazing
 - Machine Screws
 - Refrigerants
 - Insulators

Television Repair - (40 hrs.)

1. Instrumentation and Control
2. Interpretation of Diagrams
3. Trouble Shooting
 - a. Audio
 1. Audio Power Output
 2. Audio Intermediate Frequency
 3. Video Intermediate Frequency
 4. Tuner with Antenna System
 - b. Video
 1. Picture Tube CRT
 2. High Voltage Power Supply Section
 3. Horizontal Deflection Circuit
 4. Vertical Deflection Circuit
 5. Sync

Vegetable Production

1. Vegetables - Their Classification and Importance
2. Importance of Growing Vegetables
3. Climatic and Soil Requirements of Vegetables Crops
4. Producing Seedlings
5. Preparation of Plants for Transplanting
6. Fertilizing Vegetables
7. Common Insect Pest and Their Control
8. Common Vegetable Diseases and Their Control
9. Nutritive Value of Vegetables
10. Related Operation

1) Naming of Vegetables

Classification of Vegetables

Vegetables and Their Parts Used for Food

2) Climate

Rainfall

Temperature

Relative Humidity

3) Seedbed Method

Seedbox Method

Care of Seedlings

4) Blocking

Hardening

Field Preparation

Planting Seeds

Planting the Transplant in the Field

- 5) Eggplant Compea
- Hot pepper Mongo
- Tomato Mecon Pea
- Cucumber Sitao
- Squash Soybean
- Cabbage
- 6) A. Brassicas (Cauliflower, cabbage, pechay, mustard and radish)
- B. Cucumbits - (Chayote, condols, ampalaya, patola, squash, upo and watermelon)
- C. Legumes - (Stringbean, compea and bush sitao)
- D. Salanaceous plants - (pepper, eggplant and tomato)
- E. Sweet potato
- 7) a. Stem Pot of Beans and Fusarium Root
- b. Mosaic of Beans
- c. Rust of Bush sitao
- d. Head Pot of Cabbage
- e. Black Pot of Crucifies
- f. Alternaria Blight of Cabbage
- g. Downy Mildew of Cucumbits

- h. Powdery Mildew of Cucumbers
- i. Cucumber Mosaic
- j. Orange Galls of Calamagrostis
- k. Late Blight of Potato
- l. Powdery Mildew of Tomato
- m. Bacterial Spot of Tomato
- n. Bacterial Wilt of Solanaceae
- o. Phomopsis of Eggplant
- p. Onion bulb Rot
- q. Tomato Mosaic
- r. Root Knot of Vegetables
- s. Blossom End Rot
- t. Black Rot of Sweet Potato
- u. Phytophthora Fruit rot of Eggplant

Cosmetology - 180 hrs.

1. Skin Care and Manicuring Services
 - 1.1 Reception
 - 1.2 The Skin
 - 1.3 Manicuring/Pedicuring
2. Scalp and Hair Treatment Services
 - 2.1 Shampooing
 - 2.2 Scalp Massage
3. Facial Services
 - 3.1 Facial Massage
 - 3.2 Facial Packs and Masks
 - 3.3 Make-Up
4. Hair Shaping and Chemical Waving Services
5. Hair Designing and Hairpieces Making
 - 5.1 Hair Designing
 - 5.2 Hair Goods
6. Hair Tinting and Chemical Relaxing Services

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Request for Approval of Dissertation Title

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

November 5, 1996

Dr. Rizalina M. Urbiztondo
Dean, Graduate/Post Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

M a d a m e:

In view of my desire to pursue dissertation writing, I have the honor to request approval on the following research problems, preferably problem number 1, to wit:

1. A Functional Literary Program for the Out-of-School Youths of Calbayog City: A Model

2. An Assessment of the Demographic Characteristics of the Out-of-School Youths of Calbayog City: Its Implications to a Functional Literacy Program

3. Selected Variables Involved in Assessing the Out- of-School Youths of Calbayog City: Bases for A Functional Literacy Program.

May this request merit your approval.

Very truly yours,

(SGD.) REMEDIOS T. TOMNOB
Doctoral Student

Approved:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.
Dean, Graduate/Post Graduate Studies

Republic of the Philippines
CITY SOCIAL WELFARE AND DEVELOPMENT OFFICE
Calbayog City

Ika 11 san Agosto, 1997

Tinahud nga Kapitan:

MABUHAY!

An aton buhaton, pinaagi san programa para san mga kabatan-onan, karuyag mangusisa kabahin san haum nga mga panginahanglan san aton mga kabatan-onan nga dire nangingiskuella. Susog ine san panalingoha san pamunuan nga mahatagan sin tukma nga kabatunan an mga panginahanglan san nasabi na nga sektor.

Tungod sine nga panuyo, naayop an buhatan pinaagi sine nga taglagda san imo bulig para san ____ nga kabatan-onan/batan-on nga na edad 15-24 nga makakahatag sin tukib nga kamutangan san barangay ug san ira mga panginahanglan, labi na an may kalabutan san ira hibabruan ug kakayahan sa panginabuhi ug pagparig-on san ira kamutangan.

An aton Day Care Worker o kon di'man, an aton Youth Development Worker makikigkita sa imo mahitungod sine nga panuyo nga nasabi na sa igbaw. Hinaut pa konta nga mabuligan mo an buhatan nga maparig-on an programa sa pagpauswag san tauhanon nga kamutangan, labi na gud an para san mga kabatan-onan, basi sira magin mabaskog nga mga kasagabay dida san pagbug-os san kamurayao ug kauswagan nga aton ngatanan gin-oongara.

An mga kabatan-onan pagtitirokon sa Barangay _____ san ika ____ sine nga bulan. Dako an pglauam san buhatan nga mahatagan an kabatan-onan sine nga higayon.

Samtang, ine nga iyo suruguon nagpapasalamat tikang sa sag-od san iya kasingkasing san kooperasyon nga imo ug san opisyaales san barangay ginhahatag ngada san pagpatuman san mga programa nga gindadara san buhatan.

Damo nga salamat.

An matinahuron,

(SGD.) VIRGILIO G. TOMNOB
CSWDO

QUESTIONNAIRE for OUT-OF-SCHOOL YOUTH

Dear Respondent:

Development can not be undertaken by one person alone. Like the researcher, it needs you. Hence, your help in filling in the herein questionnaire is a very valuable share in the development of Calbayog City in particular, Region VIII and the country in general.

Please spare me your precious time and effort in answering the attached questionnaire to the best of your knowledge and be assured that the information you give will be treated with strict confidentiality and care.

Thank you.

Very truly yours,

(SGD.) REMEDIOS TERUEL-TOMNOB
Student-Researcher

Direction: Please fill/check your option from the choices in each item.

1. Name: (Optional) _____ Barangay _____
2. Age : 15____; 16____; 17____; 18____; 19____; 20____;
21____; 22____; 23____; 24____
3. Sex : Male _____ Female _____
4. Educational Attainment:

elementary drop-out _____	elementary graduate _____
high school drop-out _____	high school graduate _____
took up vocational course _____	college drop-out _____
5. Occupation: _____
6. Socio-economic status:
 - 6.1 Parent's Education

_____ no schooling	_____ college drop-out
_____ elementary drop-out	_____ college graduate
_____ elementary graduate	_____ earned graduate units
_____ high school drop-out	_____ MA/LLB with BAR exams
_____ high school graduate	_____ Ph.D. and Doctor of
_____ took up voc'l course	_____ Medicine
 - 6.2 Combined Monthly Family Income

_____ P2,000 or less	_____ P8,100-P10,000
_____ P2,100-P4,000	_____ P10,100-P12,000
_____ P4,100-P6,000	_____ P12,100-P14,000
_____ P6,100-P8,000	

6.3 Number of Dependents

<input type="checkbox"/> 7 dependents or more	<input type="checkbox"/> 3 dependents
<input type="checkbox"/> 6 dependents	<input type="checkbox"/> 2 dependents
<input type="checkbox"/> 5 dependents	<input type="checkbox"/> 1 dependent
<input type="checkbox"/> 4 dependents	<input type="checkbox"/> 0 dependent

6.4 Occupation of Parents

☐ practicing professionals (teaching, law, doctor, CPA)

☐ government employee-supervising

☐ government employee-none supervisory (rank and file)

☐ self-employed, managers-own store, factory, etc.

☐ skilled and semi-skilled laborers, carpenters, drivers, etc.

☐ unskilled laborers, househelp, housewives, not employed

7. Aspirations

7.1 Have you ever wished that your parents would look for another job or means of livelihood? Yes ☐ No ☐

7.2 Would you like to work in order to earn money? Yes ☐ No ☐

7.3 Are you contented with what your life is now? Yes ☐ No ☐

7.4 Do you want to continue with your studies? Yes ☐ No ☐

7.5 Would you like to enrol in short-term courses? Yes ☐ No ☐

7.6 What short terms courses/skills would you prefer to take?

<input type="checkbox"/> reading	<input type="checkbox"/> rattan furniture maker
<input type="checkbox"/> furniture and	<input type="checkbox"/> computer education
<input type="checkbox"/> upholsterer	<input type="checkbox"/> vegetable production
<input type="checkbox"/> dressmaking/	<input type="checkbox"/> mathematics
<input type="checkbox"/> tailoring	<input type="checkbox"/> water pump operator
<input type="checkbox"/> TV repairs	<input type="checkbox"/> farm training
<input type="checkbox"/> automotive mechanic	<input type="checkbox"/> refrigeration/
<input type="checkbox"/> livestock farmer	<input type="checkbox"/> air conditioning
<input type="checkbox"/> cosmetology	<input type="checkbox"/> building/wiring
<input type="checkbox"/> offset pressman	<input type="checkbox"/> electrician
<input type="checkbox"/> cooking/baking	<input type="checkbox"/> construction glazier
<input type="checkbox"/> writing	<input type="checkbox"/> milling machine
<input type="checkbox"/> instrumentation	<input type="checkbox"/> setter operator
<input type="checkbox"/> repairman	<input type="checkbox"/> bookkeeping
<input type="checkbox"/> driving	
<input type="checkbox"/> roomboy/chambermaid	

8. Interests:

<input type="checkbox"/> reading	<input type="checkbox"/> sewing
<input type="checkbox"/> cooking	<input type="checkbox"/> livestock/poultry

<input type="checkbox"/> gardening	<input type="checkbox"/> watching TV
<input type="checkbox"/> singing	<input type="checkbox"/> sports
<input type="checkbox"/> writing	<input type="checkbox"/> going to the movies
<input type="checkbox"/> playing instruments	

9. Exposure to General Reading Materials

9.1 How often do you read the following?

	Everyday	2-3 time/week	once a week	once a month	never
Comics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newspaper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Article/ Periodicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Reasons for dropping out

10.1 School Related

☐ Poor performance
☐ Lack of interest
☐ Distance of house from school
☐ Many assignments

10.2 Family-related

☐ Mobility
☐ Broken home
☐ Status in the family
 ☐ Parents need help
☐ Number of children in the family

10.3 Economics

☐ Poverty ☐ Earning ☐ No permanent income

10.4 Personal

☐ Poor health
☐ psychological problem
☐ Marriage
 ☐ Physical disabilities
☐ Poor value system

11. Work experience of the out-of-school youth

List down the work which you have had after you have left school

12. Future Plans

What are your future plans?

☐ None ☐ Look for employment
☐ Study ☐ Study and look for employment

Part II - Inventory of Needs, Resources, problems and Opportunities

1. Community Needs

1.1 In your opinion what are the needs of your barangays which affect the out-of-school youth according to the degree of importance? (Answer them by writing 1, 2, 3, etc. to indicate priority)

<input type="checkbox"/> water system	<input type="checkbox"/> employment opportunities
<input type="checkbox"/> electricity	<input type="checkbox"/> better farming methods
<input type="checkbox"/> better fishing method	<input type="checkbox"/> good roads
<input type="checkbox"/> technical assistance	<input type="checkbox"/> irrigation facilities
<input type="checkbox"/> drainage	<input type="checkbox"/> credit facilities
<input type="checkbox"/> more employment	<input type="checkbox"/> recreational facilities
<input type="checkbox"/> opportunities	<input type="checkbox"/> market
<input type="checkbox"/> nutrition	<input type="checkbox"/> good leaders
<input type="checkbox"/> transportation	<input type="checkbox"/> leadership training
<input type="checkbox"/> literacy trainings	<input type="checkbox"/> skill training
<input type="checkbox"/> youth welfare	

1.2 What occupational skills are needed in your barangay? (Please check your choices)

<input type="checkbox"/> yaya	<input type="checkbox"/> plumbing
<input type="checkbox"/> waitress	<input type="checkbox"/> domestic helper
<input type="checkbox"/> chambermaid	<input type="checkbox"/> security guard
<input type="checkbox"/> housekeeper	<input type="checkbox"/> embroidery worker
<input type="checkbox"/> clerical staff	<input type="checkbox"/> musical talent
<input type="checkbox"/> salesgirl	<input type="checkbox"/> manicure/pedicure
<input type="checkbox"/> barber	<input type="checkbox"/> cashier
<input type="checkbox"/> masseuse	<input type="checkbox"/> typing
<input type="checkbox"/> tailoring	<input type="checkbox"/> cooking
<input type="checkbox"/> dressmaking	<input type="checkbox"/> masonry
<input type="checkbox"/> weaving	<input type="checkbox"/> make up artist
<input type="checkbox"/> hair culture	<input type="checkbox"/> electrician
<input type="checkbox"/> carpentry	<input type="checkbox"/> computer education

2. Community Resources

2.1 What resources do your barangays have which you think can be utilized to improve the condition of your family?

2.1.1 Human Resources

<input type="checkbox"/> medicines	<input type="checkbox"/> agriculturist
<input type="checkbox"/> doctor	<input type="checkbox"/> dentist
<input type="checkbox"/> com dev. worker	<input type="checkbox"/> religious minister
<input type="checkbox"/> nurses	<input type="checkbox"/> engineer
<input type="checkbox"/> teacher	<input type="checkbox"/> accountant
<input type="checkbox"/> community leader	

2.1.2 Natural Resources

☐ aquatic resources
☐ arable lands
☐ beaches
☐ kinds of fish
☐ rivers
☐ unplanted hillside
☐ raw materials for cottage industry
☐ vacant lots for parks, playgrounds
☐ good weather
☐ fishponds
☐ good water facilities
☐ forests

2.1.3 Institutional Resources

<input type="checkbox"/> elementary school	<input type="checkbox"/> church
<input type="checkbox"/> high school	<input type="checkbox"/> post office
<input type="checkbox"/> college	<input type="checkbox"/> reading center
<input type="checkbox"/> public market	<input type="checkbox"/> firm/factories

2.1.4 Technological Resources

<input type="checkbox"/> roads	<input type="checkbox"/> communication facilities
<input type="checkbox"/> transportation	<input type="checkbox"/> irrigation facilities
<input type="checkbox"/> electricity	<input type="checkbox"/> bridges
<input type="checkbox"/> gov't & private agencies	
<input type="checkbox"/> drainage	

2.1.5 Raw Materials

<input type="checkbox"/> chromite ore	<input type="checkbox"/> limestones
<input type="checkbox"/> gold	<input type="checkbox"/> silicious sand
<input type="checkbox"/> nickel ferrous	<input type="checkbox"/> buri
<input type="checkbox"/> sand	<input type="checkbox"/> coconut
<input type="checkbox"/> gravel	<input type="checkbox"/> log
<input type="checkbox"/> guano	<input type="checkbox"/> marble
<input type="checkbox"/> rocks phosphate	

3. Employment Opportunities

3.1 Means of livelihood for self-employment

<input type="checkbox"/> proceeds from landholdings being rented	
<input type="checkbox"/> proceeds from apartments/houses for rent	
<input type="checkbox"/> sari-sari store	<input type="checkbox"/> fish vending
<input type="checkbox"/> fishing boats	<input type="checkbox"/> shell craft
<input type="checkbox"/> motor boats	<input type="checkbox"/> piggery
<input type="checkbox"/> poultry	<input type="checkbox"/> transportation
<input type="checkbox"/> foundry shop	<input type="checkbox"/> salt making
<input type="checkbox"/> orchard and vegetable	<input type="checkbox"/> dressmaking
<input type="checkbox"/> fish ponds	<input type="checkbox"/> rattan
<input type="checkbox"/> bake shop	<input type="checkbox"/> machine shop

3.2 Temporary or casual employment

<input type="checkbox"/> driving	<input type="checkbox"/> baking
<input type="checkbox"/> repair of jeepney	<input type="checkbox"/> betamax repair
<input type="checkbox"/> trouble	<input type="checkbox"/> shell craft making
<input type="checkbox"/> motorcycles, etc.	<input type="checkbox"/> gardening
<input type="checkbox"/> laborer	<input type="checkbox"/> janitor servicing
<input type="checkbox"/> mat weaving	<input type="checkbox"/> garbage collecting
<input type="checkbox"/> mess boy	<input type="checkbox"/> utility personnel
<input type="checkbox"/> electronics	<input type="checkbox"/> (cleaning shops, running
<input type="checkbox"/> television repair	<input type="checkbox"/> errands, collector, etc)
<input type="checkbox"/> carpentry	<input type="checkbox"/> carving
<input type="checkbox"/> polishing	

3.3 Regular or permanent job

<input type="checkbox"/> clerical	<input type="checkbox"/> janitor
<input type="checkbox"/> nursing attendants	<input type="checkbox"/> utility man
<input type="checkbox"/> crew of inter-island	<input type="checkbox"/> mechanic
<input type="checkbox"/> vessel	<input type="checkbox"/> driver
<input type="checkbox"/> postman	

3.4 Projects and Project Implementation. What projects may be developed out of the existing resources?

3.4.1 Natural Resources

<input type="checkbox"/> goat raising	<input type="checkbox"/> duck raising
<input type="checkbox"/> poultry raising	<input type="checkbox"/> mining
<input type="checkbox"/> giant ipil-ipil	<input type="checkbox"/> prawn
<input type="checkbox"/> planting	<input type="checkbox"/> herbal gardening
<input type="checkbox"/> vegetable gardening	

3.4.2 From available raw materials

<input type="checkbox"/> buri making	<input type="checkbox"/> selling sand & gravel
<input type="checkbox"/> buy & sell	<input type="checkbox"/> commercial hallow blocks mfg.

3.4.3 School Assistance

3.4.3.1 How may the school or other agencies assist in the realization of the project?

- ☐ capitalization
- ☐ management
- ☐ involvement through active participation
- ☐ motivating involvement
- ☐ intermediary indirect assistance
- ☐ expertise
- ☐ leadership

3.4.3.2 Involvement of other agencies

- ☐ funding or capitalization
- ☐ giving incentives/rewards
- ☐ knowledge dissemination
- ☐ teach-ins conducted by civic leaders

- ☐ operationalizing the project themselves
- ☐ participating actively in making projects
- ☐ giving expertise

4. Community Problems

4.1 What do you think are the most urgent problems encountered in your community?

- ☐ rapid population growth
- ☐ rising prices
- ☐ lack of skills for other job opportunities
- ☐ do not possess the right backing
- ☐ presence of bad elements like alcoholics, addicts, etc.
- ☐ lazy dependents
- ☐ influence of politicians
- ☐ lack of continuing education to keep in touch with what is new and important
- ☐ lack of skills training for the unemployed
- ☐ lack of concern of officials/community leaders
- ☐ poor weather condition
- ☐ poor nutrition
- ☐ peace and order
- ☐ illiteracy
- ☐ clothing
- ☐ poor health services
- ☐ unemployment
- ☐ folks are still resistant to change
- ☐ accessibility of schools
- ☐ housing
- ☐ pollution
- ☐ inadequate supply of potable water
- ☐ low educational attainment
- ☐ food

4.2 Suggested Solutions

- ☐ Immediate response to problems met
- ☐ Improve water system
- ☐ Frequent visits of health centers by concerned officials
- ☐ Extend more relevant programs to the barangay
- ☐ Implement well existing programs
- ☐ Encourage businessmen to put-up business and give more employment
- ☐ Honest/sincere service of public officials
- ☐ Farm to market roads
- ☐ Seminars on livelihood
- ☐ More skills training
- ☐ Eradicate illiteracy
- ☐ Technical know-how in farming
- ☐ Skills training to OSY
- ☐ Provide capital for business

QUESTIONNAIRE FOR SANGGUNIANG KABATAAN CHAIRMEN,
SELECTED GOVERNMENT AGENCIES AND PEOPLE'S ORGANIZATIONS

Dear Respondent:

Development can not be undertaken by one person alone. Like the researcher, it needs you. Hence, your help in filling in the herein questionnaire is a very valuable share in the development of Calbayog City in particular, Region VIII and the country in general.

Please spare me your precious time and effort in answering the attached questionnaire to the best of your knowledge and be assured that the information you give will be treated with strict confidentiality and care.

Thank you.

Very truly yours,

(SGD.) REMEDIOS TERUEL-TOMNOB
Student-Researcher

Direction: Please fill/check your option from the choices in each item.

Part II - Inventory of Needs, Resources, Problems and Opportunities

1. Community Needs

1.1 In your opinion what are the needs of your barangays which affect the out-of-school youth according to the degree of importance? (Answer them by writing 1, 2, 3, etc. to indicate priority)

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<input type="checkbox"/> drainage	<input type="checkbox"/> credit facilities
<input type="checkbox"/> more employment opportunities	<input type="checkbox"/> recreational facilities
<input type="checkbox"/> nutrition	<input type="checkbox"/> market
<input type="checkbox"/> transportation	<input type="checkbox"/> good leaders
<input type="checkbox"/> literacy trainings	<input type="checkbox"/> leadership training
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- _____ Encourage businessmen to put-up business and
- _____ give more employment
- _____ Honest/sincere service of public officials
- _____ Farm to market roads
- _____ Seminars on livelihood
- _____ More skills training
- _____ Eardicate illiteracy
- _____ Technical know-how in farming
- _____ Skills training to OSY
- _____ Provide capital for business

Tinahod nga Sangkay:

An kauswagan, dire mahihimo sin usa la katawo, sugad sine nga tagpangusisa. Kinahanglan manginlabut ka. Sanglit akon gin-aayop sa imo an pagbaton san masunod nga mga pakiana nga may kalabutan san pagpauswag san siyudad san Calbayog sa piho nga panan-aw; sugad man san Rehiyon Otso ug san nasud sa kabug-osan.

Alayon paghatag san imo bulawanon nga panahon sine nga mga pakiana pinaagi san batun sumala san imo makakaya. Ayaw kabaraka kay ire mahidadayag an bisan nga imo maihahatag nga mga baton.

Salamat.

An matinahuron,

(SGD.) REMEDIOS TERUEL-TOMNOB
Tagpangusisa

I. Inbentaryo san mga panginahanglan, katigayunan, problema ug oportunidad.

Note: Ine babatonon san mga batan-on nga dire naeskwela; nga lider sa kumunidad, sugad san mga opisyaales san barangay; hugpon nga tauhanon, sugad san, WESADEF, etc.

1. Mga Panginahanglan san Kumunidad

1.1 Sa imo kalugaringon nga pagsubat, anano an mga panginahanglan san imo barangay nga makakaapekto san mga batan-on nga dire nangingiskwela, sumala san ira pagkauna-una? (Batona, pinaagi san pagsurat 1, 2, 3, ngadto san kaubos tikang sa giuunahi ngadto sa giuurhi-e.)

_____ irimnon nga tubig
 _____ elekrisidad
 _____ kinabag-o nga pamaagi sa pangisda
 _____ teknikal nga mga tambulig mga kali
 _____ kadugangan nga oportunidad sa pag-employo
 _____ tama nga pagkaon
 _____ mga sarakyan
 _____ hibabru-an sa pagsurat ug pagbasa

_____ programa sa pag-pauswag san mga
 _____ oportunidad sa pag-employo
 _____ kinabag-o nga pamaagi sa pag-uma
 _____ mag-upay nga mga kalsada
 _____ mga gamit sa patubig sa pag-uma
 _____ pautang sa pangabuhi
 _____ mga gamit sa pagpahalibway
 _____ baligyaan
 _____ tangkod nga mga namumuno
 _____ hibabru-an sa pamumuno
 _____ hibabru-an sa pagpalibsog sa panginabuhi

- 1.2 Anano nga mga hibabruan sa panginabuhi o sa pagtrabaho an kinahanglan sa imo barangay? Alayon pagtsek san imo mga pinili.

_____ yaya
 _____ waitress
 _____ pagkarawat san mga bisita
 _____ taghipos san kuarto
 _____ panginano sa panimalay
 _____ eskribyente
 _____ tendera
 _____ barbero
 _____ masahesta
 _____ panahi gamit san lalaki
 _____ panahi bado san babaye
 _____ paglara/paghabul
 _____ pangorong
 _____ pamanday
 _____ tubero
 _____ pagmake-up
 _____ pamorda
 _____ security guard
 _____ hibaruan sa pag-awit
 _____ pagmanikiyor ug pedidkiyor
 _____ pagkahera
 _____ pagtype/komputer
 _____ panluto
 _____ mason
 _____ kabulig sa panimalay
 _____ elektrico

2. Mga Bahandi sa Komunidad

2.1 Anano nga mga bahandi an aada san imo barangay nga sa imo pagsabut makakabulig pagpauswag san kamutangan san imo pamilya?

2.1.1 Mga bahandi pantawo

_____ manarama/hilot
 _____ magtuturo/maestro
 _____ ministro sa pagtuo
 _____ doktor
 _____ makinaadmanan sa pamumuno san
 _____ komunidad
 _____ enhenyero
 _____ makinaadmanon sa pagpauswag
 _____ san komunidad
 _____ tenedor de libro
 _____ narses
 _____ mga dentista
 _____ makinaadmanon sa pag-uma/agrikultura
 _____ parapangisda

2.1.2 Unob nga mga bahandi

_____ mga bahandi sa tubig
 _____ mga magagamit sa industriya sa
 _____ panimalay
 _____ bacante nga mga lote sa
 _____ pagpahalibway, o urogyagan
 _____ urumhanan
 _____ mga baboy
 _____ maupay nga panahon
 _____ magkalain nga mga isda
 _____ palaisdanan
 _____ mga salog
 _____ maupay nga tubig para san magkalain
 _____ nga mga kagamitan pantubig
 _____ mga kabukiran nga waray tanom
 _____ mga kagurangan

2.1.3 Institutional nga mga bahandi

_____ eskuelahan pan-elementarya
 _____ eskuelahan pan-sekondarya
 _____ eskuelahan pan-kolehiyo
 _____ singbahan
 _____ sentro sa koreyo
 _____ sentro sa pagbasa

_____ pamaligya-an
 _____ mga pabrika
 _____ sentro sa panlawas

2.1.4 Bahandi sa Teknolohiya

_____ sigad/kakalsadahan
 _____ mga kale
 _____ sarakyan
 _____ elektrisidad
 _____ gamit sa komunikasyon
 _____ gamit sa patubig
 _____ mga ahensiya sa pamunuan/
 _____ mga ahensiya nga pribado
 _____ mga tulay

2.1.5 Unob nga mga kagamitan

_____ chromite ore	_____ guwano
_____ bulawan	_____ rocks
_____ nickel ferrous	_____ phosphate
_____ baras	_____ buri
_____ graba	_____ lobi
_____ igang/marmol	_____ troso
_____ apog-apog	

3. Mga oportunidad sa pangimpleyo

3.1 Mga pamaagi sa paglugaring nga pangabuhi

_____ pagpaplete san tuna
 _____ pagpaplete san balay/mga kuarto
 _____ pagsari-sari
 _____ sarakyan san pangisda
 _____ de motor nga sarakyan sa tubig
 _____ pagbaligya isda
 _____ pagtuha mga kagamitan tikang sa tuway
 _____ pagmanukan
 _____ pagbaboyan
 _____ panhimo kuentas, singsing, areyos
 _____ pagsarakyan
 _____ pananum san prutas ug mga orotanon
 _____ pag-asin
 _____ pagpalaisda-an
 _____ panahi bado san kababayen-an
 _____ pagpanaderya
 _____ pag-uwas
 _____ pag-talyer

- _____ paglara san buri
- _____ pagbaligya baras ngan graba
- _____ pamalit ug pagbaligya bisan ano
- _____ nga mapapangabuhian
- _____ paghimo ug pagbaligya hallow blocks

3.3.3 Tambulig san mga eskuelahan

- 3.3.3.1 Paanano makakabulig an mga eskuelahan ug iba pa nga mga ahensiya sa pamunuan

- _____ pagbutang san capital
- _____ pagkukusog san hibabruan
- _____ pagmaneho
- _____ paglider
- _____ pag-ungay ngan pakibahin
- _____ pag-aghat sa pagbulig
- _____ pagtulay o pakigsumpay san iba nga makukuhaan tambulig

3.3.3.2 Kabahinan san iba nga mga ahensiya

- _____ pagbutang/pahuram sin pondo
- _____ paghatag mga premyo ug iba pa nga mga pan-aghat
- _____ pagpakusog sin hibabruan
- _____ pagtutdo pinaagi san mga lider san mga hugpo nga tauhanon
- _____ pagduso o pagpatuman san mga proyekto
- _____ pakibahin san paghimo/pagpatuman san mga proyekto
- _____ paghatag kadugangan nga hibabruan o mga sagdon

4. Mga Problema sa Komunidad

- 4.1 Anano sa imo pagsabut an mga problema san imo komunidad nga angay dayon timangno-on

- _____ dagmit nga pagdamo san populasyon
- _____ maluya nga serbisyo sa panlawas
- _____ padayon nga paghataas san presyo
- _____ kakulangan sa pangempleyo
- _____ kakulangan sin hibabruan para san alternatibo nga pangabuhi
- _____ kakulangan sin kilala nga padrino

_____ magraot nga mga elemento sugad sin mga
 _____ adis-adis
 _____ hobyang nga mga kasulod-balay
 _____ kadak-an nasupak pa sa pagbag-o
 _____ impluwensiya san mga politiko
 _____ kakulangan sin pagdayon nga pag-aradman sin
 _____ bag-o ug importante nga mga kinaadman
 _____ kakulangan sin pag-ugop san mga opisyaes/
 _____ lider san komunidad
 _____ kakulangan sin pag-aradman para san kakayahan
 _____ san waray mga empleyo
 _____ pirme la maraut nga kamutangan san panahon
 _____ kakulangan san masustansya nga pagkaon
 _____ (irapa nga mga pamuruyo)
 _____ kamurayaw ug katauhay (paz y orden)
 _____ pagsurat ug pagbasa
 _____ hamubo nga natapos sa pag-aradman
 _____ balay
 _____ mahugaw nga kapaligiran
 _____ kulang sin kinaadman sa paglimpiyo
 _____ dire abunda an irimnon nga tubig
 _____ pandugnit
 _____ pagkaon
 _____ haragyo nga mga eskuelahan

4.2 Mga kabatunan san nakilala nga mga problema.

_____ Dagmit nga pagbaton san mga nakita
 _____ nga problema
 _____ Pagpakaupay san pagtubig
 _____ Pirme nga pagbisita san mgamakinaadmanon
 _____ sa panlawas sa sentro
 _____ Magpadangat tukma nga proyekto sa
 _____ barangay
 _____ Ipadangat sin maupay an aada na nga
 _____ programa
 _____ Aghaton an mga negosyante magbutang sin
 _____ negosyo basi makabulig sa pag-empleyo
 _____ Tangkod nga pagserbisyo san mga namumunuan
 _____ Mga kalsada
 _____ Pag-aradman sa panginabuhi
 _____ Pagpauswag san kakayahan
 _____ Kinabag-o nga pamaagi sa pag-uma
 _____ Kakayahan san mga kabatan-onan
 _____ Puhunan sa pagnegosyo
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