

DEVELOPMENT PROGRAM FOR THE OUT-OF-SCHOOL
YOUTHS OF PINABACDAO: A PROPOSAL

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In Partial Fulfillment of the
Requirements for the Degree
Master of Arts in Education

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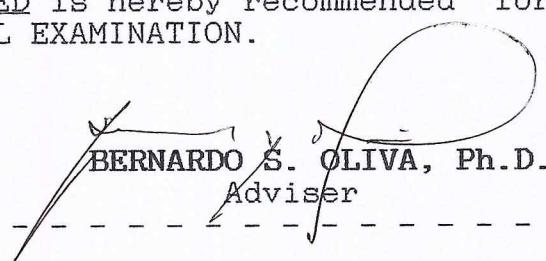
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This thesis entitled "DEVELOPMENT PROGRAM FOR THE OUT-OF-SCHOOL YOUTHS OF PINABACDAO: A PROPOSAL", prepared and submitted by **MANGIGIN M. LIWALUG**, in partial fulfillment of the requirements for the degree of **MASTER OF ARTS IN EDUCATION** major in **Administration and Supervision** had been examined with a rating of **PASSED** is hereby recommended for acceptance and approval for **ORAL EXAMINATION**.

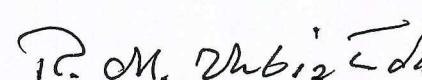
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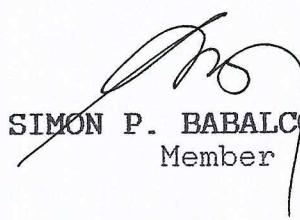

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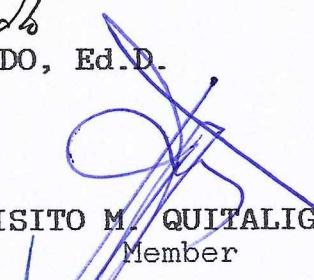
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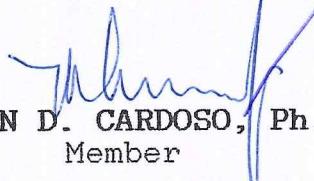
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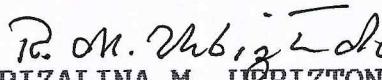

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DEDICATION

This study is humbly dedicated to all my co-teachers in the District of Pinabacdao-San Sebastian whose interests and loyalty to the cause of promoting the out-of-school youths deserves special appreciation and recognition.

To my wife, relatives, in-laws and classmates with pride and love.

ABSTRACT

This study attempted to conceptualize a development program for the out-of-school-youths in Pinabacdao. The researcher used a Descriptive-developmental research design using the questionnaire as the main instrument used in data collection. Documentary analysis, personal interview, and actual observations were utilized as secondary instruments. As to the work experience of the respondents, fourteen males and eighteen females or a total of thirty two (32) responded as housemaid or house helper; nineteen respondents, fifteen males and four females were vendors selling fruits, crops, vegetables, fish meat candies, etc. Seventeen males and four females or a total of twenty one had experienced working with their parents farming or fishing in the sea; another nineteen males and three females responded as part time or contractual workers, and four males and one female or a total of five have now work experience yet. The greater number of the out-of-school youths are found in the hinterlands and along the car lines barangays, as an indication that it is easier to survive within their natural environment. The greater number of the out-of-school youths are found in the hinterlands and along the car lines barangays, as an indication that it is easier to survive within their natural environment. The greater number of in-school youths are found in the poblacions or more developed barangays which is also an indication that they have better access to different schools for higher learning.

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Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

The government through the Department of Social Services and Development provides a package of social services for the people to avail of as it matches their needs and develop their capabilities. The scheme encompasses remedial, preventive, rehabilitative, and develop services all aimed towards uplifting the quality of life of the people, particularly the disadvantaged sector of society.

It is pointed out in the speech delivered by Assistant Secretary Rosita Luna Fondevilla of the Department of Social Services and Development when she said:

Chronological age or economic and social status are no barriers to the quality of life, our country and communities has set itself to attain. The principle of self-reliance applies to all Filipinos towards a quality of life. Social services is a fitting instrument to achieve this goals towards a quality of life. The social services scheme, operates through a ladder-like uplift process from survival to subsistence, to self-sufficiency, and self-reliance. A social service comes in the form of opportunities made available and accessible for the people to avail of such opportunities and on their own, bring their own uplift and achieve the desirable quality of life in the process of improvement.¹

¹Speech delivered by Asst. Sec. Rosita Luna Fondevilla of DSSD during the Round Table IV of the Foundation for Youth Development of the Philippines held on September 9-10, 1982 at PICC, Manila.

Priority targets of social services are the pre-school children, the out-of-school youths, the unemployed and under-employed family heads and needy adults, the handicapped, the victim of disasters and social disorganization and such special group as the elderly, the orphaned, the abandoned and neglected children, the exploited women and girls, solo parents, the juvenile delinquents, etc.

Developing human resources is one of the programs the Philippine government is carrying out to uplift the country's labor force. The program aims to equip workers with the necessary skills for job placement. In connection with this program, specific skills which are vital to national self-reliance are offered in almost every part of the archipelago. The focus of which is on income generating courses for the out-of-school youths and adults.²

Man should live in peace and harmony with his world with the rule of law - and this rule is education. The right to be educated is guaranteed by our Constitution,³, thus:

...The State shall establish and maintain a

²DECS Non-Formal Education, 3rd Anniversary Celebration, March 13, 1980, Manila.

³Jose N. Nolledo, The Constitution of the Republic of the Philippines, Article XIV, Section 1 and 2, National Book Store, Inc., Metro Manila, Philippines 1996, p. 288.

complete, adequate and integrated system of education relevant to the needs of the people and society: 1) To achieve and maintain an accelerating rate of economic development and social progress; 2) To assure the maximum participation of all the people in the attainment and enjoyment of the benefits of such growth; and 3) To achieve and strengthen national unity and consciousness and preserve, develop and promote desirable cultural, moral and spiritual values in a changing world.

The system of education mentioned should include instruction for young children of school age, youths and adults who are in the secondary and higher learning. Every child of school age could avail of the educational opportunities offered in formal school. Yet, there are many children who are still out of school or have dropped out.

In 1980, there were 1,530 youths in the municipality age 15-24; 1,395 of which were literate and 135 were illiterate.⁴ There were 1,805 youths in 1990 also age 15-24 years old in Pinabacdao of which 1,517 were literate and 288 were illiterate.⁵ This increasing number of school leavers and drop-outs in the elementary and high schools has become a serious problem of our educational system, which

⁴1980 Census of Population and Housing (Samar), National Census and Statistics Office, Manila.

⁵National Statistics Office, 1990 Census of Population and Housing, Report No. 3-74H (Samar) - Socio-Economic and Demographic Characteristics, Manila, 1992.

has reached to an alarming proportion in the present time. They may become delinquents vulnerable to societal problems like drug addiction, gambling, drunkenness, robbery or stealing and other crimes. Or they will become jobless members of our own community, thus becoming liabilities to our society. This defeats the right of the child to a well rounded development to the end that he may become a happy, successful, useful and active member of the society.⁶

Background of the Study

Pinabacdao is a fifth class municipality with an annual income of P 11,823,671.11.⁷ It has a total population of 11,590 in 1995 of which 10.03% were illiterate youths and adults. The town is politically sub-divided into twenty four (24) barangays, which is located in between Catbalogan and Tacloban City. It has four (4) barangays along the shore lines, eleven (11) along the National Maharlika Highway Road and nine (9) situated in the hinterlands. The populace depend largely on fishing and agriculture for their source of income.

There are eight (8) complete elementary schools, one (1) national high school and an agricultural college in the

⁶Nolledo, op. cit., pp. 288-289.

⁷Report of Revenue and Receipts, December 1998, Municipality Accountant Office, Pinabacdao, Samar.

municipality.⁸ In spite of this, there were 1,162 unschooled youths and adults in 1995⁹ who are still present in the locality without proper direction and guidance in life. The researcher feels that there is a need to upgrade and improve the status and educational levels of these out-of-school-youths in the municipality to make them effective, productive, and versatile citizens, hence this study.

Statement of the Problem

This study attempted to conceptualize a development program for the out-of-school-youths in Pinabacdao, Samar.

Specifically the study sought answers to the following questions:

1. What is the profile of the out-of-school-youths of Pinabacdao as to:

- 1.1 age and sex;
- 1.2 educational attainment;
- 1.3 work experience;
- 1.4 sources of income; and
- 1.5 socio-economic status of the parents?

⁸Development Plan, Municipal Development Planning Office, Pinabacdao Samar.

⁹National Statistics Office, 1995 Census of Population, Report Number 2-79H (Samar) Socio-Economic and Demographic Characteristics, Manila, March 1997.

2. What are the possible causes of their dropping out from schools?

3. What are the problems of the out-of-school youths of Pinabacdao

3.1 on employment;

3.2 on livelihood; and

3.3 at home?

4. What are the aspirations of the out-of-school youths of Pinabacdao?

5. What are the aspirations of the in-school youths of Pinabacdao?

6. Is there a difference in the aspirations of the out-of-school youths and in-school youths of Pinabacdao?

7. What development or educational program can be designed and developed to meet the socio-economic, educational and psychological needs of the out-of-school youths of Pinabacdao?

Hypothesis

Based on the specific problems of the study the following hypothesis was formulated: There is no significant difference in the aspirations between the out-of-school youths and in-school youths of Pinabacdao, Samar.

Theoretical Framework

This research work is based on the theory enunciated by

Kale,¹¹ when she said that promoting the welfare and protecting the development of children is one of the greatest tasks in nation building. It is an individual, national and international responsibility. But this task cannot be accomplished by providing basic social services alone. There is also the need to provide every family with basic information on how to protect and enhance the growth of the youth, hence the need for education.

It is provided in our present constitution:

To give equal opportunity to all persons who desire to pursue higher education; 1) the State shall establish and maintain a system of scholarship grants, student loan programs, subsidies, and other incentives which shall be available to deserving students in both public and private schools, especially to the underprivileged; 2) 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.¹²

Functional education is what we should aim at. The system of continuing education mentioned should benefit and include financial assistance to the poor but deserving students and out-of-school youths particularly the underprivileged. It is in the light of these developments that one has to think of the vocational trainings on the

¹¹Pratima Kale, UNICEF Representative of the Philippines and the Pacific FACES for Life, Philippine National Edition, PIA, Manila, 1989, p. 3.

¹²Nolledo, loc. cit. pp. 288-289.

non-formal system of education¹³ as the best alternative and effective system to solve step by step the different problems in our communities.

Conceptual Framework

It is shown in figure 1 that Pinabacdao is the research environment of the study with the two groups of respondents; the out-of-school youths and the in-school youths. The focus of the study are the out-of-school youths, as the principal respondents, and the involvement of the in-school youths in the study is just superficial because the data obtained from them were treated as the secondary source of information utilized in comparing their aspirations. The writer attempted to secure the needed data for the research as disclosed faithfully by the respondents themselves.

As soon as the desired data had been truly gathered, it was properly analyzed by the researcher. On the basis of the result of the analysis, the writer made use and utilized the appropriate statistics, particularly t-test for independent samples and proposed a development program

¹³Buenaventura G. Taypin, "The Status of Non-formal Skills Training and Gainful Occupations of the Graduates in the Three Area of Concern: Literacy, Occupational Skills, Information Dissemination and their Implications to KKK Livelihood Program in the School District of Ronda, Cebu Division, 1982-1983," (unpublished master thesis, Cebu State College, Cebu City, 1983), p. 3.

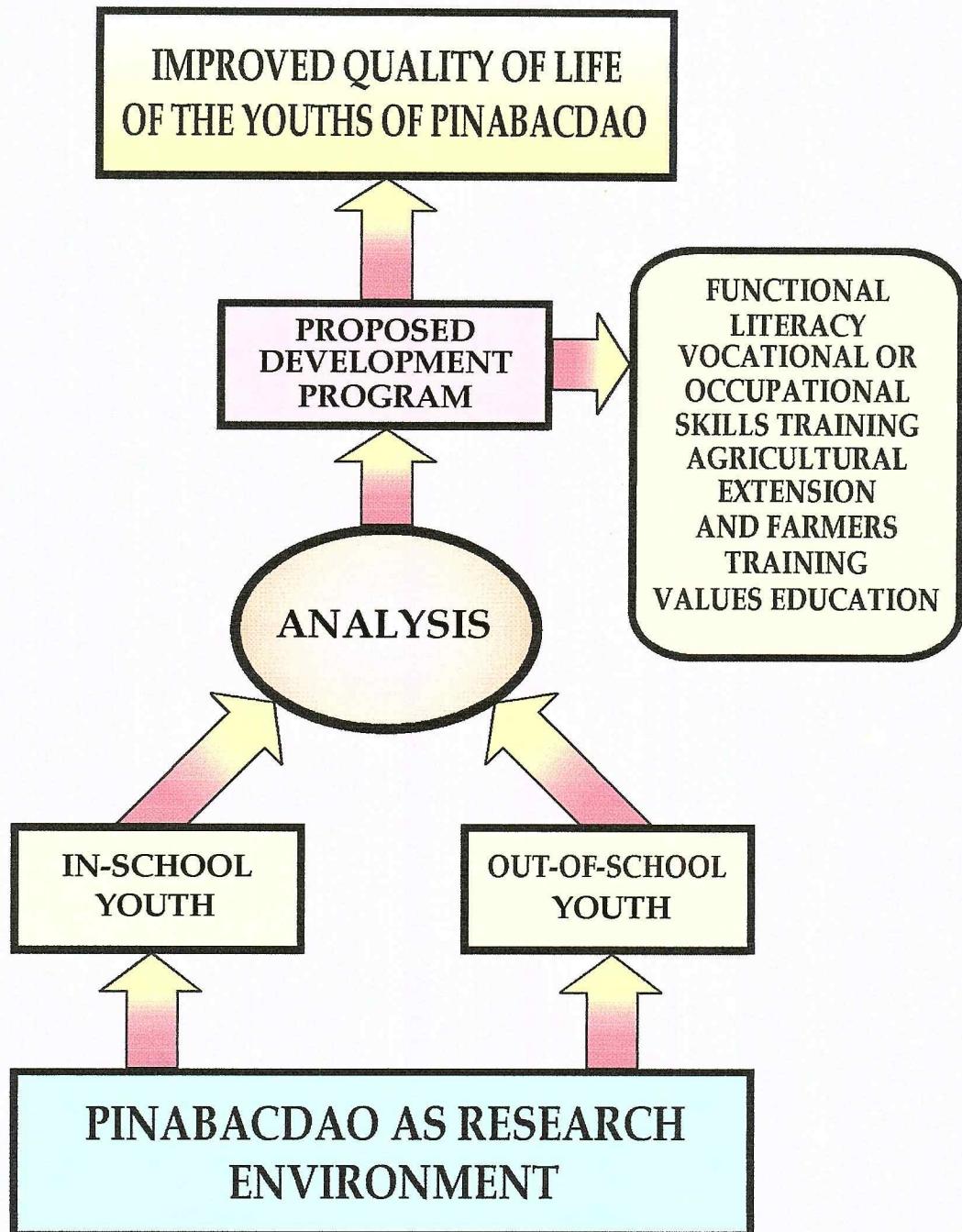


Figure 1. The Schema Showing the Research Environment of the Study.

necessary for the upliftment and improvement of the quality of life of the out-of-school youths of Pinabacdao, Samar so as to make them productive and effective as well as useful citizens in the near future in their own communities.

These proposed development programs, as a result of the analysis are functional literacy, vocational or occupational skills training, agricultural extension or farmer's training, and values development education; thus, ultimately should always result to an improved quality of life for the out-of-school and in-school youths of Pinabacdao.

Significance of the Study

It is hoped that this study can serve as the basis for the improvement of the living conditions of the people of the Municipality of Pinabacdao particularly the out-of-school youths who are all needing help for their better adjustment in life.

Socio-economic activities play a very significant role in the total and maximum development of the municipality. This can be attained through an insight and better understanding of the roles of the out-of-school youths and in-school youths in community development, including their higher aspirations for fulfillment and success in life, as well as the principle of self-reliance that applies to all Filipinos towards improving a quality of life.

Progress and prosperity of the community and the nation

in general depends upon its constituents. It is on this premise that functional literacy, occupational or vocational activities, training on farming, and values education are essential for the improvement of the livelihood and quality of life of the people.

Specifically, the following will be greatly benefited from the study.

This research is valuable and significant to all the existing barangays in the municipality. The proper training of the clientele on agricultural extension or farmer's training, occupational skills, literacy, and values education can be immediately practiced and applied in their respective barangays to augment their income and consequently enhance the progress and improvement of the barangay.

This study is of great significance to the parents in the different barangays in developing awareness and involvement to improve the quality of life of the out-of-school youths in Pinabacdao.

This research is of special importance to the out-of-school youths age 12 to 20 years old to encourage them to discover their potentialities and their participation in community development. Our young learners and needy out-of-school youths are directed towards a definite goal in life without any prejudice to their present status. They will come to realize that if they strive harder they will

always have something to harvest in the future necessary to improve their quality of life.

The result of this study will be of great help to the community leaders in identifying and planning interesting and fruitful activities that can help the out-of-school youths become productive and useful citizens in their communities and particularly, in directing them towards the projects that are important for community developments.

The outcome of this study would allow and provide a basis of direction for the school administrators who are responsible in planning as well as evaluating and upgrading the literacy program. The degree of performance of the out-of-school youths and in-school youths in reading, writing, and computations would give them an idea as to the effectiveness of the literacy program. If the performance is low, that would mean revision and improvement of the curriculum content, the teaching methodologies and other aspects of the literacy and development program in order to suit the needs and purposes of the targeted clientele. On the other hand, if the performance is high, the administrators should continue to strengthen further the existence of the development programs for the out-of-school youths and in school youths.

The next to be greatly benefited by this research are the public school teachers. They could gauge the extent of effectiveness of their teaching as shown on the performances

both in-door and out-door activities of the out-of-school youths as well as the in-school youths. They would know what better alternatives to take and what better preparations to make in order to help the out-of-school youths cope with life.

The output of the study would also benefit other educators; the curriculum planners and developers as they can get valuable ideas and information useful and instrumental in shaping up a curriculum particularly on educational programs designed to develop both the out-of-school and in-school youths.

The informations derived from this research will serve as a basic information for future researchers who will venture on a study of the out-of-school and in-school youths in other areas or localities. This can be useful for evaluation and analysis of their studies.

Finally, this research is expected to awaken and encourage the local government officials to provide more continuous assistance to the in-school and out-of-school youths who will be the future leaders of the community.

Scope and Delimitation of the Study

This research focused on the out-of-school youths as the principal respondents of the study whose ages range from 12 to 20 years old. This was conducted solely in the barangays of the Municipality of Pinabacdao during the



Figure 1. Map of Samar Showing the Research Environment.

school year 1998 to 1999.

Figure 3 shows the different barangays of Pinabacdao particularly the 23 barangays where the target respondents reside.

The subject-respondents of the study was limited to ninety six (96) out-of-school youths and ninety six (96) in-school youths for comparison of their aspirations in life. They were both selected using the simple random sampling techniques.

The proposed development program was based on the data obtained from the respondents, and was limited to the problems, causes and aspirations of the out-of-school youths of Pinabacdao, Samar.

Definition of Terms

For ease in reading this thesis and in order to help the readers gain insight into this research, the following terms are conceptually and operationally defined:

Adjustment. This term means the proper arrangement, regulation, and right settlement of oneself.¹⁴ As used in this research, it refers to the manner an individual adopts himself to his social condition and environment.

Aspiration. The term refers to the desire and

¹⁴Webster's New Dictionary, New Edition, p. 3.

ambition of an individual.¹⁵ In this study, it refers to wishes of a person in improving his living conditions or standards.

Clientele. This term refers to the person or the one using the services of a social agency, or a customer.¹⁶ As used in this study, it means a body of respondents with specific reference to the out-of-school youths who are drop-outs, school leavers, illiterates, semi-literates as the main respondents. This also refers to the in-school youths as the second group of respondents of the study.

Community. The term connotes a society of people having common rights.¹⁷ As used in this research, it refers to a group of people living together in one locality, enjoying the same customs, traditions and interests, etc.

Curriculum. The term refers to a body of courses offered in educational institutions or departments thereof.¹⁸ In this study, the term refers to an organized and planned sets of learning opportunities for an identified group of people served by a single institution or establishment.

¹⁵Ibid, p. 15.

¹⁶Ibid, p. 49.

¹⁷Ibid, p. 52.

¹⁸Ibid, p. 63.

Development. This term means the progress of an individual in his everyday life.¹⁹ In this study, it refers to the improvement of a person or an individual to the utmost of his potentials and capabilities, as well as the skills that would make him an active, useful and effective member of the community.

Development Program. The term means a process by which the nature and sequence of future educational programs are determined. It is the whole and complete offering of the institution or learning center that includes the non-formal studies and activities as well as the chronological arrangement of subjects for the progress of the out-of-school youths.²⁰ As used in this study, the term refers to all vocational or occupational skills training, farmer's training or agricultural extension, functional literacy and values education for the development of a well rounded personality and improvement of an individual.

Drop-out. The term refers to a person especially a pupil or student who leaves school.²¹ As used in this research, the term refers to an individual or learner

¹⁹Funk and Wagnals, Standard Dictionary (Copyright 1980, 1977 by Lippincott and Crowell, Publishers), p. 211.

²⁰Carter V. Good, Dictionary of Education, Third Edition, Mc Graw-Hill Book Company, p. 447.

²¹Funk and Wagnals, Ibid, p. 237.

particularly the out-of-school person age from 12 to 20 years old who dropped or withdrew from formal school during the school year without benefit of promotion to the next higher grade.

Economic. The term refers to something that pertains to the development and management of the material wealth of a community especially on financial matters of the constituents.²² In this study, it refers to the wealth getting and wealth using activities of an individual particularly the out-of-school youths for their better progress in life.

Economic Status. The term refers to the class level of the family of the out-of-school youths and out-of-school adults which is determined by the income of the family.²³ As used in this study, it pertains to the financial conditions of the family of the out-of-school youth, which can be measured through the occupations and income of all the members of the family.

Guidance. The term refers to something which provides a

²²Ibid, p. 244.

²³Felicula Judaya, "The Status of Non-Formal Skills Training and Gainful Occupations of NFE Graduates in Three Areas of Concern in the School District of Liloan, Cebu School Division 1983-1984: Their Implications To Sariling Program, Unpublished master's thesis, Cebu State College, Cebu City, 1984, p. 15.

person with guiding information for success in life.²⁴ As used in this study, it refers to the act or process of helping and guiding an individual to the right path or direction and to enable him to understand and discover his potentialities for better adjustment in life.

Illiterate. This term refers to individuals lacking education, especially those unable to read and write.²⁵ As used in this study, it refers to those uneducated individuals or out-of-school youths who are unable to communicate in reading and writing both in English and Filipino.

In-School Youth. As used in this research, this term refers to the youths or learners age twelve (12) to twenty (20) who continuously attend formal school during the school year 1998 to 1999.

Non-Formal Education. The term refers to any organized educational activity carried on outside the framework of formal school system to provide selected types of learning to particular sub-groups in the population

²⁴William Kelly, Educational Psychology, (Bruce Publishing Co., Milwaukee), p. 421.

²⁵Funk and Wagnalls, op. cit. p. 388.

especially the out-of-school youths, children and adults.²⁶ As used in this study, it refers to all vocational or occupational skills training of the out-of-school youths particularly on an income-generating projects to upgrade manpower skills and to augment the income and status of the clientele. This includes further activities in reading, writing, numeracy, social and values education developments of the respondents.

Out-of-School Youth. The term refers to children of school age who are not actively enrolled in or attending schools.²⁷ In this research, it refers to male or female youth whose age ranges from 12 to 20 years old, who are drop-out or school leavers and illiterates and who are in need of help as well as proper guidance in life.

School Leavers. The terms refer to pupils or learners who are either promoted or failed and who leave school for

²⁶Ruth Velez Luardo, "The Level of Performance of the Out-of-School Youth Trained Through the NFE Programs in Relation to the Professional Preparation of the NFE Implementors and Their Problems Encountered in the School Division of San Carlos City, Negros Del Norte, School Year 1985-1986: Their Implications to Continuing Education," (Unpublished Master's Thesis, Cebu State College, Cebu City, 1986), pp. 10-11.

²⁷Remedios S. Mendiola, "The Socio-Economic Status of the Non-Formal Education Graduates in Catbalogan," (Unpublished Master's Thesis, Samar State Polytechnic College, Catbalogan, Samar, 1991) p. 19.

some specific reasons of their own.²⁸ As used in this research, it refers to the out-of-school youths who left school due to low performance, poverty, and sociological reason or lack of interests.

Skills. The term refers to the proficiency or ability of an individual in any task.²⁹ In this study, it refers to developed aptitude or expertise of the out-of-school youth in any activity which is applicable to any endeavor for his success and well being.

Socio-Economic Status. The term refers to the level indicative of both the social and the economic position of an individual or group.³⁰ As used in this study, it refers to the class level determined by income, occupation, education and living condition of the parents of the clientele. This includes all the social and economic activities, the immediate and total environments of the out-of-school-and in-school youths which affect their present living standards.

²⁸Alfreda V. Simbajon, "The Drop-Out Trends of Elementary Pupils in District V of San Carlos City, Negros Del Norte in Relation to Teacher's Professional Preparation, School Year 1982-1985: Its Implication to Minimizing Human Wastage in Elementary Education", (Unpublished Master's Thesis, Cebu State College, Cebu City, 1986), p. 13.

²⁹Funk and Wagnals, *Ibid*, p. 755.

³⁰Funk and Wagnals, *op. cit.* p. 755.

Training for Occupational Skills. The term means the training for a specific occupational area on skill which has its objectives; the eventual employment of a student in the area of his training.³¹ As used in this research, it refers to the vocational training programs for out-of-school youths which include trainings and classes on farmer's training, or agriculture, carpentry, basic electricity, auto mechanics, dressmaking, tailoring and other or trainings which are means for gainful employment.

³¹Good, op. cit. p. 558.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter upholds the informations and researches which have bearing on this particular investigation. Valuable informations to this research were taken from different books, periodicals, unpublished master's thesis and dissertations, and authoritative sources.

Related Literature

The framers of our constitution believed in social justice, that is giving the common man a chance to live in such a way that he will be able to discharge his duties to the state and to his fellowmen with relative freedom from distress, despondency, ignorance, ill-health, and misery, provided he is willing to work conscientiously.

Our constitution states: "The promotion of social justice to ensure the well-being and economic security of all the people should be the concern of the state." All people have the right to live and to live decently. In a country which recognizes social justice, a person who is willing to work should be helped in securing employment.³²

Education has always been considered a vital factor

³²A. Isidro, Philippine Social Life and Youth, p. 330.

in human resource development expected to improve the living conditions of our people, particularly the out-of-school youths through continuing education or Non-Formal Education in order to achieve the general objective of national development and progress. Concomittantly, improved living standards of the people could accelerate economic growth and progress.

This point was cited by Governor Aguedo Agbayani when he said that:

The overriding objective of non-formal education has always been the provision of educational opportunities to millions of youth and adults unreached and unserved by the formal school establishment. The major objective has been sliced into smaller, more refined ones, but were all intended to promote functional education from those who suffer all forms of deprivations, like the inability to read and lack of necessary vocational and technical knowledge. All projects and activities planned and implemented by the office of the Non-Formal Education are therefore, designed to eliminate such deprivations.³³

Article XV,³⁴ section 3, of the New Constitution provides that the State shall defend: The right of children

³³Gov. Aguedo Agbayani, "Education for National Greatness and Development", Bulletin Today, May 3, 1983, p. 12.

³⁴1987 Philippine Constitution, Article XV, Section 3, pp. 56-57.

to assistance, including proper care and nutrition, and special protection from all forms of neglect, abuse, cruelty, exploitation, and other conditions prejudicial to their developments.

To ensure the full enjoyment of the right of every child to live in a society that offers or guarantees his safety, health, good moral environment and facilities for his wholesome growth and development, Article 85 of Presidential Decree Number 603³⁵ has provided that it shall be the duty of the community to:

1. Bring about a healthy environment necessary to the normal growth of children and the enhancement of their physical, mental and spiritual well being;
2. Help institutions of learnings, whether public or private, achieve the fundamental objectives of education;
3. Organize or encourage movements and activities, for the furtherance of the interests of children and youth;
4. Promote the establishment and maintenance of adequately equipped playgrounds, parks, and other recreational facilities;
5. Support parent education programs by encouraging its members to attend and actively participate therein;

³⁵Article 85, Presidential Decree No. 603, p. 5.

6. Assist the State in combating and curtailing juvenile delinquency and in rehabilitating wayward children;

7. Aid in carrying out special projects for the betterment of children in the remote areas or belonging to cultural minorities or those who are out of school; and

8. Cooperate with private and public child welfare agencies in providing care, training and protection to destitute, abandoned, neglected, abused, handicapped, and disturbed children.

The Department Package³⁶ of Social Services is designed to meet the needs of the poor. Its major components are:

1. The Self-Employment Assistance Program which is a productivity oriented program granting non-collateral capital to individuals and groups who are engaged in income-producing venture.

2. The Day-Care Service designed to provide nutritional feeding along with creative group experiences and socialization at the day care centers.

3. The Integrated Human Resources Development Program for Needy Youths designed to develop the needy and out-of-

³⁶Babalcon, op. cit, p. 22.

school youth to become productive and responsible citizens.

4. The Rehabilitation Program for the Disabled designed to look into the socially disadvantaged group like drug dependent, released prisoners, recovered mental patients and adult retarders.

5. The Assistance Program for Victims of Disasters which provides relief, restoration and rehabilitative services to natural calamities victims and social disorganization.

6. The Family Planning Information and Counseling Program which provides referral services to promote responsible parenthood and family planning as a way of life.

Murillo stressed that education hastens development; there is a need to alleviate those who have left schools, the unemployed, the unskilled, those who have the desire to continue for better life and those who have never attended school. These are the people who can be partners of development if provided education, because they can share in the production as well as the care of themselves. They are part of the human resources that could augment the economy of the country.³⁷

³⁷ Eduardo Murillo, "The Implementation of the Program of the Non-Formal Education in the District of Talamban, Cebu City, School Year 1980-1981" (Unpublished Master's Thesis, Southwestern University, Cebu City, 1982), p. 23.

According to a study conducted as a joint project of the National Educational Training Center (NETC) and the Educational Development Project Implementing Task Force (EDPITAF), one out of the three children who started as first graders or grade one in the Nation's public elementary schools dropped out of classes before reaching sixth grade. The report of the study went on to say that one out of every five drop-outs reverted to a literacy level below grade one.³⁸

In a survey conducted by the office of Non-Formal Education of the Department of Education, Culture and Sports, it showed that there were 10 years old and above of our people who were illiterates and semi-literates.³⁹

The desire to assist these drop-outs and school leavers triggered to the creation of the Non-Formal Education which was implemented in all schools throughout the country. It is the only effective way outside formal education that can provide literacy, numeracy and communication skills to the millions of Filipinos who are illiterate and semi-

³⁸ Feliciano Magno, "Drop-outs Seldom Reach Grade Six", The Freeman, Wednesday, June 22, 1983, p. 10.

³⁹ Felicita G. Bernardino and Marcos S. Ramos, Non-Formal Education in the Philippines, (Malolos, Bulacan, Philippines: Reyvil Bulakeña Publishing Corp., 1981), p. 10

literate so as to enable them to participate in and share the benefits of the progress of the country.⁴⁰

Socrates believed that greater emphasis should be given to non-formal education development policy. He noted that the formal school system is becoming prohibitively expensive. High rates of population increase are swelling the school-age population. The pressure for expansion of formal education at the secondary, vocational and higher levels magnifies further increase in costs. Non-formal education may offer in many areas, less costly and more attainable alternative.

In the future, according to Socrates, large proportions of the school-age population may have little or no access to any kind of formal schooling. Non-formal education may be one means of counter-balancing some of the distortions created by the formal education system. He also argued that partly because of its disorganization and lack of central direction and control non-formal education affords

⁴⁰Linda G. Ermac, "The Status of Literacy Program in Terms of the Clientele's Level of Performance, The Teachers' Preparations and Problems Encountered in the School District of Consolacion, Cebu School Division, 1982-1983, Their Implications to Continuing Education of the Out-of-the-School Youths and Adults," (Unpublished Master's Thesis, Cebu State College, Cebu City, 1983), p. 3.

greater opportunity for innovation than the formal system.⁴¹

Coombs cited the examples of non-formal education classes as agricultural extension and farmer's training program, adult literacy programs, occupational skills training given outside the formal systems, youth clubs with educational purposes and community programs of instructions; in health, sanitation and family planning, cooperatives and so forth.⁴²

Tan found out an urgent need for planning non-formal education and for authorizing an agency to assume the responsibility for non-formal education activities. She noted that allocation criteria have not been applied in the establishment of the various programs. She claimed that cost-effectiveness or cost-benefit criteria are applicable to these programs and their application is in fact indispensable to rationalizing public expenditures. Her observation and investigation showed the tremendous potentials for non-formal education. She said that on-going programs are reaching only a small portion of the target

⁴¹Jose B. Socrates, "Strengthening Non-Formal Education", Makati, Rizal: Trend for Assistance to Private Education, 1975.

⁴²Philip H. Coombs, "Attacking Rural Poverty, How Non-Formal Education Can Help", (Baltimore: John Hopkins, Inc., 1974, p. 8.

population.⁴³

The chairman of the Youth for Asia-Pacific Cooperation, a non governmental organization urged youth and student leaders to forge a working relationships with YAPC for a more effective campaign to inform and educate the youth.

Juan E. Dayang Jr. outlined the plans of YAPC lined up to attain its goal and empowering youth in economic, political, and social issues. Among these are the holding of important gatherings, including the Asia-Pacific Youth Forum on Global Governance and the Manila International Model, United Nations and a Publication of a Regular News Letter. Dayang said:

All of these can be implemented only through your active participation. We look forward to a working partnership with the youth and student groups you represent. The YAPC by collaborating with other student organizations like NSC, will expand the scope of the campaign to inform and educate the youth on regional cooperation and the emerging global trends in economic, social, political, and other spheres. By working together, these organizations will have a broader reach in their moves to explain to the youth national and international issues affecting them.⁴⁴

⁴³ Editha A. Tan, Non-Formal Education Programs in the Philippines: An Inventory, (Quezon City: National Manpower and Youth Council, 1975.)

⁴⁴ Speech delivered by Chairman Juan E. Dayang Jr. of APEC, before the First National Student Conference 1996 Forum, sponsored by the University of Asia and Pacific, Manila Bulletin, October 17, 1996, p. 15.

The youth for Asia-Pacific Cooperation in promoting regional cooperation is open to collaborating and networking with other youth and student organizations to help spread awareness among the youth of Asia-Pacific Economic Cooperation (APEC) and globalization.

The office of the Deputy Minister for Non-formal Education bears the noble task of catering to the educational needs of the high number of school leavers and adults. One needs to take a closer look at the situation obtaining in the rural areas. These are places where a terrific number of out-of-school youths, rural unemployment and underemployment are found. All this result from their lack of skills demanded by the present society in addition to migration problems and a general feeling of hopelessness.⁴⁵ In view of this, it had been believed that there are two weaknesses of the Philippine Educational System: (1) high rate of drop-out from elementary education resulting in millions of out-of-school youths and (2) insufficient means of supplementary education to get back into the educational stream or to receive non-formal pre-employment or preparatory training for occupational skills.⁴⁶ The non-formal education was launched to realize

⁴⁵ Judaya, op. cit., p. 25.

⁴⁶ Ibid, p. 26.

the literacy and the vocational trainings of the youths and adults.⁴⁷

Gregorio stressed that education is a continuous acquisition of knowledge and experiences in and mostly out of school. Education likewise, grows with the progress of human endeavors and its sources in life itself, therefore, it should not be provided for school children alone but also for adults and out-of-school youths.⁴⁸

The program of non-formal education aims to bring the classroom to the sector of the population, the out-of-school youths, the adults as well as children who cannot afford to go to school due to financial problems on account of poverty. In this regard, Gregorio⁴⁹ further underscored the need to understand that non-formal Education should not only teach on how to read and write but should also be an education program with trainings on the intellectual, economic and social status of an individual.

The objectives of non-formal education as mandated in

⁴⁷ Ibid, p. 26.

⁴⁸ Gregorio, as cited in Rizalina M. Urbiztondo, "Non-Formal Education and Manpower Demands of Samar", (Unpublished Dissertation, National Teachers College, Manila, 1985), p. 5.

⁴⁹ Ibid, pp. 5-6.

Batas Pambansa 232, Educational Act of 1982,⁵⁰ are as follows:

1. To eradicate illiteracy and raise the level of functional literacy of the population;
2. To provide unemployed and under-employed youths and adults with appropriate vocational/technical skills to enable them to become more productive and effective citizens; and
3. To develop among the clienteles of non-formal education proper values and attitudes necessary for personal, community, and national development.

Meany said that Non-Formal Education seeks to contribute to the general education of the child and youth through the development of values and attitudes, literacy and numeracy of elementary understanding of science and one's environment.⁵¹ The quality can be proved by integrating concepts of health and nutrition, homemaking, and child welfare, home repairs and improvements, family planning, taxation education, environmental sanitation and others. In order to improve community life the program will

⁵⁰Batas Pambansa 232, Education Act of 1982, The Modern Teacher, October 1983, pp. 227-228.

⁵¹James J. Meany, S.J., "Non-Formal and Informal Education," The Catholic Teacher, Vol., XXIV, No. 4, January 1978, pp. 45 - 52.

develop understanding and awareness or government agencies engaged in assisting small business and imparting skills in the furniture, trade, agriculture, food and animal production.

Garcia characterizes the disadvantaged youth as economically handicapped youth, who lives in unfavorable environment, and who are frequently of low self-esteem, easily alienated and easily discouraged, having low level of aspiration and reluctant to accept some changes or progress in life.⁵²

Kapunan stressed that vocational guidance helps the individuals by giving self-knowledge and self-discipline in order to enable them to properly live in life and solve their problems. Vocational guidance is the process of assisting an individual to choose an occupation, prepare for it, enter it, and progress in it.⁵³ Each individual's choice of a job should be based upon his personal traits, talents, aptitudes and capacities.

Lester said that the mobility and productivity of a

⁵²Manuel B. Garcia, "An Occupational Progress for Disadvantaged Youth," The Modern Teacher, Vol. XXV, No. 5, October 1977, pp. 244 - 245.

⁵³Rocio Reyes Kapunan, Fundamentals of Guidance and Counseling, Manila: Rex Bookstore, 1974, pp. 5 and 107.

nation's work force are improved by education and training:

Training is necessary for the educationally disadvantaged individuals especially if they are frequently jobless. Basic education and vocational training will not only qualify people for jobs but also to raise aspirations and self-respect, to lower barriers, to hiring and advancement and to increase the range of a person's employment possibilities.⁵⁴

Tabalante disclosed the characteristics of out-of-school youths as those who are frequently unable to pursue formal schooling because of poverty. They are underprivileged who usually come from the submarginal stratum of society and lack basic skills in life such as home, living parents, schooling and chances to learn skills, affiliations with community associations and proper attitudes.⁵⁵

Example of various government agencies engage in non-formal education program that help develop particular knowledge and skills associated with various economic activities useful in making a living are (1) Self-employment Assistance Program (SEAP) and Department of Social Services and Development for the needed projects. They are given

⁵⁴Michael . Lester, Manpower Planning in a Free Society, Princeton, New Jersey: Princeton University Press, 1966, pp. 4 - 5.

⁵⁵Tabalante, "Giving Out-of-School Youths the Break", The Freeman, Vol. XVIII, No. 173, (JUne 25, 1977), pp. 10-12.

a better life. For example learning how to write may improve one's participation in community living; learning trade may enhance one's capacity "to make both ends meet."⁵⁷

Short term courses for continuing education were designed to provide the adults and out-of school youths with skills that are immediately needed in their chosen vocations of interest, help them to be better citizens and enable them to earn a better living. These courses may be in (1) vocational training (2) civics and citizenship (3) technical skills and (4) health and sanitation.⁵⁸

To provide more occupational skills the following list showed the short term courses for the adults and out-of-school youths.⁵⁹

A. Vocational

automotive
carpentry
crocheting
dressmaking
flower making

B. Materials

abaca
bamboo
buri
coconut
rattan

⁵⁷Ibid. p. 33.

⁵⁸Josefina B. Teo, "The Implementation of Occupational Skills Training of Non-Formal Education and the Problems Met by the NFE Coordinators School Division of Toledo City, 1979-1980," (Unpublished Master's Thesis, Cebu State College, Cebu City, 1981), p. 25.

⁵⁹Ibid. p. 26.

Opportunity classes are provided for the benefits of the adults and out-of-school youths who are 15 years old or over. The elementary school in many divisions opened classes in short-term courses in dressmaking, hair science, man's tailoring, fruit-growing, handicrafts, cooking and food preservation. They were offered to all interested persons in the community.⁶⁰

Course offerings were centered under the general citizenship of vocational, civic and social and other courses. The more popular courses attended by adults and youths remained however, to include sewing, with the emphasis in dressmaking, tailoring, knitting and crocheting; handicrafts such as basketry, mat & hat weaving, cosmetology and hair science.⁶¹

Batalla pointed that the out-of-school youths should be trained for useful occupational skills in order to land for a job.⁶² The researcher agrees that the training of out-of-school youths and adults in occupational skills will enable them to be gainfully employed.

⁶⁰Ibid. p. 26.

⁶¹Ibid., p. 26.

⁶²Apolonio Batalla, The Big Number of Out-of-School Youths. Bulletin Today, July 27, 1977.

The NEDA Four-Year Development Plan⁶³ called for the strengthening of non-formal education. If education is to contribute to national development it must provide for the large segment of the country's population who are out of school. Education should no longer be limited to the confines of the classroom nor the people of certain ages. It should include every activity that seeks to improve the way of life of people of any age. It is essential that a program of continuing or lifelong education be instituted either to revitalize or improve on what have been learned in school or otherwise provide non-formal schooling may gain the necessary knowledge to improve their productive power and thereby their way of life.

Rao stated that the needs of a young person as regard is not likely to infer that only the learning need for practical trade skills is directly satisfied. The training structure itself and the presence of authoritarian figures may have triggered off in the trainees on heuristic motivation. Simultaneously it satisfy their other learning needs, particularly those aspects which would be used to their occupation.⁶⁴

⁶³Derder, op. cit., p. 22.

⁶⁴V.K.R.V. Rao, Learning Needs of Out-of-School Youth. Institute of Social and Economic Change, India, 1974.

The amount and kind of education a child receives in a stratified society depend upon his status in life. Born to rank and wealth, he has access to good education, born to abject poverty, such access is denied him. And yet, the society in which he was born embraces the principles of democracy and equality. For this reason, our constitution⁶⁵ has provided that:

All educational institutions shall inculcate patriotism and nationalism, foster love of humanity, respect of human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency.

The Education Act of 1982⁶⁶ had strengthen this constitutional mandate by providing the following aims:

... Provide for a broad general education that will assist each individual in the peculiar ecology of his own society to:1) attain his potentials as a human being; 2) enhance the range and quality of individual and group participation in the basic functions of society; and 3) acquire the essential educational foundation of his development into a productive and versatile citizen.

65 Article XIV, Section 3, (2) 1987 Philippine Constitution, p. 53.

66 Batas Pambansa 232, Educational Act of 1982 (Manila: Batasang Pambansa, September 11, 1982) Section 4 (1).

According to Middleton, Ziderman and Adams helping unemployed youths and adults find jobs has been a persistent and difficult challenge in both industrial and developing countries. He said that:

Skills development has figured prominently in most strategies. The rationale behind this training assumes that a significant share of unemployment results from mismatch between the skills required in available jobs and the competencies of the unemployed. Thus the success of training strategies depends heavily on both the existence of employment opportunities and the capacity of training programs to identify and develop the correct skills.⁶⁷

Middleton's literature deal with the importance of matching the needs of the demand sector, the industry or firms that provide employment opportunities, and that of the supply side, the skilled manpower.

Middleton also expressed that:

Some countries have initiated training programs for rural youth intended to develop employment skills to rural non-farm economy. Perhaps the best known examples are found in Africa with the Bostawana Youth Brigades being especially prominent. Although some of these programs have succeeded in giving young people technical skills, there have been problems in translating those skills into jobs located in rural areas.⁶⁸

⁶⁷ Middleton, Ziderman and Adams as cited in Pamilo C. Tabu Jr., "Community-Based Skills Training Programs: An Assessment, (Unpublished Master's Thesis, Samar State Polytechnic College, Catbalogan, Samar, 1995), p. 24.

⁶⁸ Ibid. p. 25.

In South Korea, a strategy for rural development called the Saemaeul Undong or New Village Movement made remarkable changes at improving living standards throughout the country. Mr. P.T. Gui introduced food processing and preservation, regional crop specialization and cooperation production.

Urbiztondo cited in her study, that Jamaica feels a need to prove training opportunities for young people and out-of-school youths who are not at school, who have never been to school or had incomplete formal schooling. The non-formal education programs were in the form of correspondence evening classes that prepare young people for the Jamaica certificate of education, literacy classes and vocational training offered to at least a ninth grades with the short term courses as welding, auto-mechanic, electrical wiring, carpentry and building construction.⁶⁹ She also mentioned that Sri-Lanka, like many other countries, is endeavoring to convert its highly academic secondary schools into multi-purpose schools offering pre-vocational studies. This combines basic general education with training in agriculture and practical arts or skills for employment. The youths are trained also in mechanical and trade skills

69 Urbiztondo, op. cit. p. 20.

such as carpentry, basic metal works, house construction, and practical electricity. The development of self-reliance and leadership abilities is integrated in its training program.⁷⁰

Non-Formal Education in Taiwan is termed as supplemental education. There is one for illiterates and another one for literates. Supplementary education for literates consists of extension for college education through broadcast on topics to match with the economic development and living demands of the nation. The program for illiterates is co-educational and there is no age limit at all. There are no pre-requisites for enrollment. Although certificates are issued upon graduation, they do not mean to certify any academic standing, but merely confirm the fact that they are holder and had undergone certain training in vocational skills and academic matters.⁷¹

Related Studies

This part embodies the different researches which have relevance and similarities to the present study. The following thesis and dissertations were taken in and

⁷⁰Ibid., p. 21.

⁷¹Ibid., p. 21.

considered as related studies.

The study of Onped deals with subjects of Non-Formal Education Programs to improve the living conditions of the people particularly the out-of-school youths and which has been implemented in Loreto, Surigao del Norte.⁷² As a result, it helped increase the number of families who maintained clean and healthful surroundings, it increased the number of those who prepared themselves for gainful self-employment and the number of manpower trained in middle level skills. It has contributed to the development of Loreto, Surigao del Norte in terms of an additional revenue from taxes paid by the graduates of the NFE program.

The present investigation is closely related to the study of Onped in the sense that both aimed at improving the quality of life of the people particularly the out-of school youths through the different Non-Formal Education Programs and for the total and maximum development of the community as well. The two studies both encouraged better training for occupational skills for gainful self-employment of the clienteles.

⁷² Rosario A. Onped, "The Non-Formal Education Program in Loreto, Surigao del Norte, Its Contribution to Community Development", (Unpublished Master's Thesis, University of the Visayas, Cebu City, 1980), p. 35.

The focus of the study of Opned is the Non-Formal Education Program for community development with the cooperation and coordinated efforts of the youths and adults in Loreto, Surigao del Norte, while the present research is concerned much with the causes, problems, aspirations and development programs for the out-of school youths in Pinabacdao, Samar.

Batomalaque⁷³ cited the problems in the implementation of continuing education as dropout, poor standard of adult enrollees, lack of qualified teachers, absence of instructional materials and dispirited community support. The implementation of functional literacy was best with problems as lack of interest, illness and financial difficulty.

Similarly, this study included literacy as one of the areas of concern. The problems encountered by the implementors on the literacy program should help the researcher elucidate facts on the extent of implementation of the literacy program.

The present research confined its target clientele to only one School District in the Municipality of Pinabacdao

⁷³Cesar Batomalaque, "The Status of Implementation of Community Adult Education and the Problems Met by School Administrators of the Four School District of Toledo City Division, 1981-1982", (Unpublished Master's Thesis, Cebu State College, Cebu City, 1982), p. 33.

with the out-of school youths and in school youths as its respondents; while the study of Batomalaque focused on the four School District of Toledo City Division with the adults and school administrators as respondents.

Moleta's ⁷⁴ study found out that the out-of-school youths who belong to the lower class participated in the seven non-formal education program, namely: nutrition education, family planning, green revolution, income generating projects, health, sanitation and beautification project, seminars, lectures and youth sport activities. The researcher found similarity in Moleta's study with the present research in the sense that the out-of school youths were involved in both studies as respondents. The two studies were all concerned with the economic status and educational attainment of the out-of school youths. However they differ in venue since Moleta's study covered both the adults and out-of school youths. The present study focused only on the youth age 12 to 20 years old.

Derder's ⁷⁵ study pointed out that most of the nonformal

⁷⁴Isabelita I. Moleta, "The Relationship of Economic Status and Educational Attainment of the Out-of-School Youths to the Degree of Participation in the Seven Nonformal Education Community Activities: Its Implication for Linkages in Nonformal Education Program for Out-of-School Youths in Dinagat, Surigao del Norte, 1981", (Unpublished Master's thesis, Cebu State College, Cebu City, 1981), p. 37.

⁷⁵Derder, op. cit., p. 58.

education graduates had implemented the literacy program, rural development program, skills development and the Lingap ng Pangulo sa Barangay Program.

Similarly, the present study deals with the nonformal education programs specially on income generating projects to improve the quality of life of the respondents. The two studies have similarity in approach.

Abueg's⁷⁶ study deals with the problem on the implementation of Adult Community Program in Pasay City and the participation of out-of-school youths in community programs on Non-Formal Education. This problem caused drop outs of the out-of-school youths and adults owing to the inaccessible venue and distance of assembly.

The present study concentrated on the out-of-school youths and in-school youths as respondent, while Abueg's study involved both the adults and out-of-school youths in the implementation of non-formal education program.

Vidal⁷⁷ concluded that the impact of the adult and

⁷⁶Isabelita R. Abueg, "The Adult and Community Education Program in the Division of City Schools, Pasay City in the School Year 1971-1972", Unpublished Master's Thesis, National Teachers College, 1974.

⁷⁷Tomas Aguirre Vidal, "The Progress Results of the Five-Year Adult and Community Education Program in the District of Malabuyoc, Cebu in the Two Years, 1966 to 1968 of Its Implementation", Unpublished Master's Thesis, Cebu Normal College, Cebu City, 1968.

community education program showed some behavioral changes in the individual citizens. The most prominent among these changes was the development of the spirit of neighborliness. He also recommended that in order to vitalize the adult and community education programs, community surveys conducted must provide for participation of parents, out-of-school youths and lay people.

The focus of Vidal's study is similar to the present investigation in the sense that the present researcher establishes the benefits the clientele would derive of the development program for the out-of-school youths. The two studies however, have different respondents. The study of Vidal covered both the adults and students of Malabuyoc, Cebu enrolled in the two years Community Education Program, while the present study involved only the out-of-school and in-school youths in its development programs.

Mediano⁷⁸ revealed the low holding power of the school in functional literacy classes, due to lack of financial subsidy and lack of teaching guides and course of study for the different short term course in continuing adult education classes. The similarity of the study of Mediano

⁷⁸Ceferino Mediano, "A Study of Adult Education Program in the Division of Bohol", Unpublished Master's Thesis, University of the Visayas, Cebu City, 1970.

to the present investigation lies in the problem being identified as lack of sufficient funds in the implementation of literacy classes. The study of Mediano was solely intended for the adults of Bohol, while the present study covered only the out-of-school and in-school youths of Pinabacdao.

For continuing education, Florencio B. Blanco⁷⁹ revealed in his findings that (1) the continuing courses were more appreciated by the people than the literacy education; (2) courses for improvement of economic living were very much appreciated by the adults; (3) the adults were more responsive to vocational courses than purely reading and writing; (4) sex and family were significantly interesting and appreciated by the adults especially the young married couples; (5) radio education activities provided indirect learning for the adults.

It was also found out that the first four DECS training programs under Instructional Leadership namely; the Division Echo Seminar Workshop in NFE, orientation on the Scope and Concept of Non-Formal Education, Division Skills Training

79 Florencio B. Blanco, "A Study of the Interests and Attitudes of Teachers and Lay Groups of Ilocos Norte Towards the Adult and Community Education Program", Unpublished Master's Thesis, Northwestern College, Laoag City, May 1973.

Program in Home Industries for Countryside Development, etc. were moderately effective.

The present study is related to the study of Blanco since it dealt with the offering of vocational courses for the improvement of the economic conditions of the people particularly the clientele. However, the two studies differ in venue and respondents, as well as in concentration. The study of Blanco concentrated on the adult and community education program of Ilocos Norte, and the focus of the present study is the development Program for the Out-of-School Youths of Pinabacdao.

In the study of Marco,⁸⁰ she recommended that livelihood programs and other employment-generating activities be expanded in Samar Island, in order to provide greater access to credit, entrepreneurial and skills training, the management and business advisory services. She further said that:

There is much more room for people to undergo trainings, those that are appropriate for their needs and aspirations, so that the transfer of technology can indeed push them to sustained production and eventually bring them to self-reliance.⁸¹

⁸⁰ Deborah T. Marco, "An Assessment of the Maqueda Bay Area Development Program: Basis for the Creation of the Maqueda Bay Development Authority," (Unpublished Dissertation, Samar State Polytechnic College, Catbalogan, Samar, 1993), p. 146.

⁸¹ Ibid. p. 147.

Vizconde⁸² pointed out that the program of continuing education is an extension service offered to drop-outs and out-of school youths and adults, who wish to improve their abilities or increase their competencies in the vocational and other fields of human endeavor. Continuing Education Program generally includes courses in cultural or personal enrichment, vocational development, practical arts, civic and citizenship education and work education. This is relevant to the present investigation because the concern of the study is the development program for the drop-outs and out-of-school youths to provide continuing education to enable them to become a better and productive citizen. The findings of Vizconde did not include Agricultural Extensions or Farmer's Training, while this is considered in the present study as one of the vital factor to improve the quality of life of the out-of-school youths of Pinabacdao.

Pinili⁸³ found out in her study that there was a significant extent of involvement from both the center and barrio out-of-school youths in the seven types of industries. They were satisfactorily involve in garment

⁸²Artemio C. Vizconde, "Continuing Education for Adults and Out-of-School Youths," Sourcebook in Philippine Education, by Juan L. Manuel, (Quezon City: Alemar-Phoenix Publishing House, Inc. 1973, p. 99.

⁸³Gloria E. Pinili, op. cit., pp. 294 and 309.

manufacturing and needle craft. They earned an average monthly income ranging from P251. to P300.00. They were fairly involved in (a) bamboo craft and woodcraft, (b) hollow blocks making, (c) metal craft, and (d) upholstery and leather craft. Both center and barrio out-of-school Youths earned an average monthly income of P201.00 to P250.00. These youths were also involved in food preservation and buricraft. They obtained an average monthly income of P150.00 to P200.00.

Pinili recommended that classes in dressmaking, tailoring and embroidery should be opened with speed and good workmanship in order to produce more garments that are of the finest quality. Recycling clothes should also be part of the training. More concern should be extended to bamboo craft and woodcraft, hollow blocks making, metalcraft, upholstery and leather craft as these youths have only fair involvement in them. Short term courses and continuing education classes in food processing, buricraft, and bamboo preservation, etc. should be organized and opened with close supervisions in order to have better output.

Pinili especially recommended that the cottage industry projects should be managed by the school in cooperation with the different agencies concerned such as the adoption of the KKK sa paaralan. This could be a very

desirable means of relating non-formal education to trainings on literacy, skills development, culture and sports, personality, moral character and other government thrusts. A vocational program that will benefit the out-of-school youths in the center and barrio should be adopted. Similar strategies be carried out in such aspects as: (a) information dissemination, (b) fairs, (c) short term courses, and (d) product promotion.

The study of Pinili is related to the present research in terms of the non-formal activities and skills training of the out-of-school youths in hollow-blocks making, food processing and preservation as well as garment manufacturing as in dressmaking, tailoring, and embroidery. The two studies have the out-of-school youths as their respondents. The present study classified its respondents as those out-of-school youths whose age ranges from 12 to 20 years old. The study of Pinili categorized the respondents as coming from the 12 selected municipalities and two cities of the province of Negros Oriental. The 96 out-of-school youths and 96 in-school youths age 12 to 20 as respondents of the present research came from only one municipality in the province of Samar. Pinili had 127 out-of-school youths and 132 administrators and teachers as respondents.

Leonen⁸⁴ proposed a NFE program for Quirino provinces

⁸⁴ Leonen, as cited in Rizalina M. Urbiztondo, p. 21.

Table 10

**Educational Attainment of Parents
of the Respondents**

Educational Attainment		Father	Mother
Illiterate		12	10
Primary (Grade I-IV)		43	32
Intermediate (Grade V-VI)		29	39
Secondary (High School)		10	10
College		2	5
Total		96	96

secondary or high school, and two fathers and five mothers reached college level.

As revealed in this table 10, the highest number of male respondents has the present occupation of helping their parents in farming or fishing; and the lowest number of male respondents has the occupation as part time or contractual workers. The highest number of female respondents has also the present occupation of helping their parents in farming or fishing; and the lowest number of female respondents has also the present occupation as part time or contractual worker.

Table 9

Number of Children in the Family

Children in the Family	: Number of Respondents	: Percent
8 and above	33	34.38
6 - 7	38	39.58
4 - 5	16	16.67
2 - 3	8	8.33
only 1	1	1.04
Total	96	100.00

the male respondents had the experience of working with their parents in farming or fishing, and the lowest number of male respondents had no work experience yet. The highest number of female respondents showed a work experience as househelpers or housemaids; and the lowest number of female respondents had no work experience at all.

Parents' educational attainment. Table 10 shows the educational attainment of parents of the respondents, which reveals that 12 fathers and 10 mothers of the respondents are illiterate. There are 43 fathers and 32 mothers of the respondents who have reached primary (Grade I-IV), 29 fathers and 39 mothers have reached intermediate (Grade V-VI); 10 fathers and 10 mothers of the respondents reached

Table 8
Daily income of Respondent's Parents

Daily Income	:	Father	:	Mother
P 120.00 and above		3		3
80.00 - 110.00		5		2
50.00 - 75.00		32		21
10.00 - 40.00		48		34
None		8		36
Total		96		96

from P10.00 to P40.00; and the lowest number of the respondents' mother had the daily income from P80.00 to P110.00.

Number of children in the family. Table 9 shows the number of children in the family of the respondents. Thirty three respondents or 34.48 percent have eight and above number of children in the family; 38 or 39.58 percent have six to seven number of children in the family; 16 or 16.67 percent have four to five children in the family, eight respondents or 8.33 percent have two to three children in the family, and one respondent or 1.04 had only one child in the family.

It is revealed in this table that the highest number of

Table 7

Occupation of Respondents' Mother

Occupation	:Number of Mother	: Percent
Vegetables, Crops, Fruits, Fish and Meat vendors / sellers	55	57.3
Employed in the Government	3	3.1
Employed in Private Firm	2	2.1
None (Plain Housewife)	36	37.5
Total	96	100.0

Parents' daily income. It is shown in Table 8 that there were three fathers and three mothers of the respondents whose daily income ranges from P120.00 and above, five fathers and two mothers have the daily income from P80.00 to P 110.00; 32 fathers and 21 mothers have the daily income from P 50.00 to P 75.00; 48 fathers and 34 mothers have the daily income from P 10.00 to P 40.00, and therewere eight fathers and 36 mothers who had no daily income, at all.

It is disclosed in this table that the highest number of the respondents' father has the daily income from P10.00 to P40.00; and the lowest number of the respondents' father has the daily income from P120.00 and above. The highest number of the respondents' mother has also the daily income

Table 6

Occupation of Respondents' Father

Occupation	:Number of Father :	Percent
Farmer / Fishermen	82	85.4
Self-employed	6	6.3
Jobless	8	8.3
Total	96	100.00

farmers and fishermen; and the lowest number of the respondents' father is just self-employed.

Mothers' Occupation. Table 7 discloses the occupation of the respondents' mother. It shows that fifty five mothers or 57.3 percent were vegetables crops, fruits, fish and meat vendors or sellers, three mothers or 3.1 percent were employed in the government, two mothers or 2.1 percent were employed in a private firm, 36 mothers or 37.5 were just plain housewife. There were no mothers who worked as housemaid or helpers.

The highest number of the respondents' mother were vendors of vegetables, crops, fruits, fish and meat, while lowest number of the respondents' mother were employed in a private firm.

Table 5

Present Occupation of the Respondents

Present Occupation	:	Male	:	Female	Total
House helper / Housemaid		15		2	17
Vendors/Sellers of Fruits, Crops, Fish Meat, Vegetables Candies, etc.		10		7	17
Helping Parents in Farming or Fishing		25		13	38
Part time / Contractual worker		2		1	3
None		14		7	21
Total		66		30	96

reached college. The highest number of fathers of the respondents had reached primary level from grades I - IV, and the lowest number of fathers had reached college.

Fathers' Occupation. Table 6 reveals the occupation of the respondents' father. It shows that 82 fathers or 85.4 percent were farmers or fishermen; six fathers or 6.3 percent were self-employed, none were employed in government and in private firm, and eight fathers or 8.3 percent were jobless or had no work at all.

The highest number of the respondents' father were

Table 4

Work Experience of Respondents

Work Experience	:	Male	:	Female	:	Total
House helper / Housemaid		14		18		32
Selling fruits, crops, vegetables, fish, meat, candies, etc.		15		4		19
Working with parents in farming or fishing		17		4		21
Part time / Contractual worker		16		3		19
No experience yet		4		1		5
Total		66		30		96

helper or housemaid; ten males and seven females or a total of seventeen respondents are selling fruits, crops, vegetables, fish, meat, candles, etc; thirty eight respondents, 25males and 13 females are helping their parents in farming or fishing; three respondents, two males and one female are part time or contractual worker; and 14males and seven females or a total of 21 respondents have no work at all.

It is shown in Table 5 that the highest number of mothers of the respondents had reached intermediate level from grades V - VI; and the lowest number of mothers had

Table 3

Respondents' Profile by Educational Attainment and Sex

Educational Attainment		Male	Female	Total	Percent
Primary (Grade I-IV)	33	13	46	47.92	
Intermediate (Grade V-VI)	15	8	23	23.96	
Secondary (High School)	16	9	25	26.04	
College	2	0	2	2.08	
Total	66	30	96	96	100%

a total of 21 respondents experienced working with parents in farming or fishing; 16 male and three females or a total of 19 respondents worked as part-time or contractual worker; and five respondents, four male and one female had no work experience yet.

It is also disclosed in Table 4 that the highest number of respondents have 6 to 7 family members and the lowest number of respondents had only one family.

Present Occupation. Table 5 showed the present occupation of the respondents. It is clearly shown that, of the 96 out-of-school youth respondents, 15 males and two females or a total of 17 respondents are working as house

Hence, the OSY respondents were found to be in their early teens yet.

Educational Attainment and Sex. Table 3 presents the respondents' profile by educational attainment and sex, which reveals a very low educational level from among the clientele of the study. Thirty three males and 13 females or a total of 46 respondents were in the primary level (Grade I-IV); 23 respondents, 15 males and eight females were in the intermediate (V-VI); 16 males and nine females or a total of 25 respondents were in the secondary or high school level, and only two male respondents were in the college level.

It is revealed in Table 3 that the highest number of respondents with 33 males and 13 females were only in the primary grades (I-IV); and the lowest number of respondents were in the college level with only two males.

Work Experience. Table 4 reveals the work experience of the respondents. Of the 96 out-of-school youth respondents, 14 males and 18 females or a total of 32 respondents disclosed that they worked as housemaid or helper; 19 respondents with 15 males and four females experienced selling fruits, crops, vegetables, fish, meat, candies, and the like. Seventeen males and four females or

Table 2

Respondents' Profile by Age and Sex

Age	: Male	: Female	: Total	: Percent
12	3	1	4	4.17
13	3	0	3	3.13
14	10	2	12	12.50
15	6	5	11	11.46
16	12	4	16	16.67
17	6	6	12	12.50
18	13	2	15	15.63
19	3	3	11	11.46
20	5	7	12	12.50
Total	66	30	96	100 %
Mean			16.66 years -	
Standard Deviation			2.02 years -	

respondents, 16.67 percent were 16 years old. This was followed by those who were 18 years of age with 15 OSY which corresponded to 15.63 percent. On the other hand, the lowest number was found to be 13 years old - three OSY or 3.13 percent.

On the whole, the OSY respondents pegged on average age of 16.66 years with a standard deviation of 2.02 years.

Table 1

Number of Respondents by Sex per Barangay

Barangay	: Male	: Female	: Total	: Percent
Barangay I	3	1	4	4.17
Barangay II	2	1	3	3.13
Bangon	4	2	6	6.25
Botoc	3	1	4	4.17
Bugho	2	3	5	5.21
Calampong	2	1	3	3.13
Canlobo	1	0	1	1.04
Catigawan	6	0	6	6.25
Dolores	4	0	4	4.17
Lale	2	0	2	2.08
Lawaan	4	0	4	4.17
Laygayon	2	2	4	4.17
Loctob	2	3	5	5.21
Madalunot	3	2	5	5.21
Magdawat	2	2	4	4.17
Mambog	5	1	6	6.25
Manaing	1	1	2	2.08
Nabong	1	3	4	4.17
Obayan	1	2	3	3.13
Pahug	4	0	4	4.17
Parasanon	5	2	7	7.29
Pelaon	3	2	5	5.21
San Isidro	4	1	5	5.21
Total	66	30	96	100%
Percent	68.75%	31.25%	100%	-

Meanwhile, barangay Canlobo had the lowest respondent, with only one or 1.04 percent.

Age and Sex

Table 2 shows the respondents' Profile by age and sex, which reveals that the highest number is, 16, out of 96

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the data gathered as a result of the baseline survey of the out-of-school youths (OSY) of Pinabacdao, Samar. It presents the profile of the OSY respondents together with their ages, sex, education, socio-economic status of parents and their work experience or means of livelihood and survival. It included further the data which compare the aspirations of the in-school and the out-of-school youths of Pinabacdao.

Profile of the Out-of-School Youths of Pinabacdao

The profile of the Out-of-School Youths of Pinabacdao as to education, age, sex, socio-economic status of parents, and work experience of the respondents are presented on the succeeding tables.

Number of Respondents per Barangay Table 1 shows the number of respondents by sex per barangay. There are 66 males or 68.75 percent and 30 females or 31.25 percent with a total of 96 respondents coming from the 23 barangays. The highest number of respondents, that is, seven or 7.29 percent were from Barangay Parasanon. This was followed by those who come from barangay Bangon, Catigawan and Mambog with six respondents which corresponded to 6.25 percent.

For the Out-of School Youths	For the In-School Youths
5 - Makusog an pag-uyon	- strongly Agree (SA)
4 - May Pag-uyon	- Agree (A)
3 - May pagruha-duha	- Uncertain/Undecided (U)
2 - May Pagtipa	- Disagree (D)
1 - Makusog an Pagtipa	- strongly Disagree (SD)

The frequency of each item was multiplied by the weights of the respective columns to obtain the weighted frequencies which like the frequencies, were all added to get the total weighted frequency. The total weighted frequency in turn was divided by the total frequency to arrive at the weighted mean which is interpreted by using the following breakdown of the five-point scale.

Scale/Assigned Weight

5	4.51 - 500	Strongly Agree	(SA)
4	3.51 - 450	Agree	(A)
3	2.21 - 3.50	Uncertain/undecided	(U)
2	1.51 - 2.50	Disagree	(D)
1	1.00 - 1.50	Strongly Disagree	(SD)

socio-economic, psychological profile, and educational needs, the frequency count and percentage were used. The weighted mean was also used for the psychological needs of the out-of-school youth and in-school youths of Pinabacdao.

To test the hypothesis that there is no significant difference on the aspirations of the out-of-school youths and in-school youths, the t-test for independent samples was selected as the test statistics using the following formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sum x_1^2 + \sum x_2^2}{n-2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Where:

t = the computed statistical value

\bar{X}_1 = the mean of the items under X_1 variable

\bar{X}_2 = the mean of the items under X_2 variable

Σ = stands for summation

X_1 = the difference between X_1 and X_2

X_2^2 = the difference between X_2^2 and X_1^2

In assessing the aspirations, psychological and educational needs of the out-of-school youth of Pinabacdao, the following five-point scales was used in the study with their respective adjectival and numerical equivalents:

same number of in-school youths were selected from the high schools and elementary schools in Pinabacao, Samar. These respondents were all given questionnaires and some were interviewed to check on the righteousness of their answers and responses. There was a hundred percent retrieval of questionnaires from the ninety six (96) out-of-school youths and ninety six (96) in-school youths of Pinabacdao, Samar.

Data Gathering

The researcher secured a letter of introduction from the Schools Divisions Superintendent of the Division of Samar and presented the same to the concerned authorities of the Municipality of Pinabacdao.

When the permission had been sought from the proper authorities like the Mayor, The Chief of Police, Barangay Chairman and other officials in the barangay; the questionnaires for the out-of-school youths, and in-school youths were personally distributed and fielded by the researcher to the respondents in different barangays.

Treatment of Data

When the data and other information had been obtained and gathered from the total number of questionnaires retrieved from the out-of-school youths and in-school youths, they were tallied, presented, analyzed, and interpreted statistically. To determine the respondents'

researcher's adviser for further comments and suggestions.

The researcher requested his wife, who is a native and also a teacher of the place to translate the instrument into the local dialect so that it could be well understood by the subjects. The translated instrument was also shown to the adviser for his final comments, suggestions and recommendations.

The instrument was tried out among the twenty five (25) out-of-school youths in Calbiga, Samar. To test the reliability of the instrument, it was also administered to the same group after one week. After comparing the results, which happens to be consistent, the instrument was reproduced for fielding to the subjects or respondents from the different barangays.

Sampling Procedure

The simple random sampling was used in the research, because every individual in the locality has an equal chance and probability of entering or being included in the sample. The researcher sought the help of the barangay officials in the Municipality of Pinabacdao to furnish him a list of the out-of-school youths ages twelve (12) to twenty (20) years old in their respective barangays which totalled ninety six (96) out-of-school youths who were all taken as samples. In order to have a balance in the number of respondents, the

Observation. This was done in different barangays in order to learn the actual conditions of the respondents, and to check the correctness and truthfulness of the answers to the question as to first hand information. Observation was followed up by interviews with some of the residents in the barangay, the possible relatives, and friendly neighbors of the respondents.

Interview. This was administered to all the forty-six respondents who have reached only primary level or grades I - IV. This is to enable the respondents to give their correct answers orally to the different questions asked in the research.

Documentary Analysis. The researcher made use of some documents available in the office of the Municipal Development planning of Pinabacdao, Samar. School records of the out-of-school and in-school youth respondents were also analyzed to add credence to the study.

Validation of the Instrument

In order to ascertain the validity and reliability of the different items in the questionnaire, the draft of the instrument with few copies already available was shown to some knowledgeable friends in Catbalogan, Samar for their comments and suggestions. After which it was shown to the

made only after ample readings of the different related literatures and studies. A draft of the questionnaire was prepared by the researcher based on the specific questions to be answered in the research. They were formulated in such a way as to allow the respondents to give their proper and correct answers. The first part of the questionnaire for the out-of-school youths was stated in the local dialect which is the waray vernacular in order to have an assurance of the clientele's better comprehension of the questions. These questionnaires for the out-of-school youths and in-school youths of Pinabacdao pertain to their socio-economic and educational background to include among others their personal data such as name, educational attainment, age, sex, occupations and income of parents, number of brothers and sisters in the family, personal work experience.

The second part of the questionnaire requires responses of the out-of-school youths and in-school youths on their psychological needs and problems primarily focused on their concepts, feelings, aspirations, and attitudes towards their families, their past and present lives and environments. The draft of the questionnaire was shown to some colleagues and those who had the experience of constructing good survey instruments for their comments and suggestions.

analysis, a model development program for these out-of-school youths was conceptualized to meet their aspirations.

Instrumentation

This study employed different instruments in order to get and obtain the true or real data from the targetted respondents of the research. The instruments used in gathering accurately the needed data are the questionnaires, observation, unstructured interview, and documentations.

Questionnaire. This instrument was devised to gather the necessary data from the respondents. Two sets of open questionnaires were constructed by the researcher for the two sets of respondents - the out-of-school youths and the in-school youths. Agustin's validated questionnaires which she used for the Bangaw Boys of Tacloban City, Urbiztondo's Non-Formal Education and Manpower Demands of Samar, and Babalcon's questionnaires which he used for the "Haplit Boys" of Paranas were resorted to as references.

After a careful analysis of the problem, the draft of the instrument was then constructed and revised in accordance with the merits and enthusiasm of the clientele. The construction of these questionnaires was

Chapter 3

METHODOLOGY

This chapter deals on the instruments and methods used in gathering the data and the reasons for their selection. It also takes into account the methods used in the sampling, the steps used in gathering the data which includes a particular technique in order to determine and identify the respondents of the study; research design, treatment of data, and the formula used in hypothesis testing.

Research Design

This study utilized the descriptive-developmental method with the questionnaires as the principal instrument in gathering the needed data. This is further supplemented by documentary analysis, personal interview, and actual observation for the validity and reliability of data or informations; thus using the descriptive research which describes and interprets present facts concerning the nature and status of anything. The principal subjects of the study were the out-of-school youths of Pinabacdao, Samar. Their aspirations in life were sought and compared with that of the in-school youths, making use of the t-test to determine its significance. After the statistical

Valdez further recommended that the activities in non-formal education should be periodically evaluated by school officials to determine roadblocks to success and solutions to the problems met.

The writer found similarity to the study of Valdez, in the sense that both studies are concerned very much in developing occupational skills. and improving human lives in the community in terms of employment among the community populace particularly the out-of-school youths.

The studies differ in venue and scope, since the present investigation is very much concerned with the real aspirations of its clientele in order to be able to propose a development program for the out-of-school youths of Pinabacdao necessary for their proper adjustment in life, while in the study of Valdez, non-formal activities should be evaluated by school officials to determine roadblocks to success and solutions to whatever problems met.

The aforementioned readings and studies were valuable and useful in establishing the relationship of concepts and materials to the topic of the present study, in as much as there is a common ground of subject-respondents coming from the drop-outs, the school leavers and out-of-school youths.

investigation cover the development programs for the out-of-school youths of Pinabacdao, Samar.

Valdez disclosed that non-formal education program has contributed to some extent in developing occupational skills and improving family and community life. Some of the individuals who attended non-formal education classes were gainfully employed and some were self-employed.⁸⁷ He concluded that the school officials, non-formal education coordinators and teachers were very much aware of the role they played in implementing the program as shown in their sincere desire to organize non-formal education classes and hold meetings and community assemblies, in which topics affecting their lives were discussed. The program with its noble goals to uplift the well being of the populace especially in places with unlettered population, if seriously and vigorously pursued with the much needed

Valdez, as cited in Remedios S. Mendiola, pp. 30-31 support, might be the major solution to the long nagging problems of unemployment and poverty. Based on these findings, Valdez recommended that the materials for the projects of the students should be provided; guides and materials for non-formal education should be made available.

⁸⁷ Valdez as cited in Remedios S, Mendiola, pp. 30-31.

program of manpower skills development towards the demands and requirements of labor and industries. This relation between the production of skilled hands and strategies for socio-economic development is one of the lines followed by this study. The former study covered the areas of Cebu City, while the present research covers the rural areas of the Municipality of Pinabacdao.

Mendiola found out that trainees belonged to the younger generations who were mainly out-of-school youths, and they were still single. Some created their own livelihood or employment. There were 38 or 12.44 percent who had not found employment at all. She recommended that courses in the technical education curriculum should be geared towards the occupational needs prevailing in the community and should provide necessary knowledge and skills required of the occupation.⁸⁶

The previous study is related to the present research in terms of objectives and trainings of the respondents in acquiring necessary knowledge and skills for their total and maximum developments. The two studies differ in scope and location. The study of Mendiola covered the socio-economic status of the NFE graduates in Catbalogan, the capital town of the province of Samar, while the present

⁸⁶Mendiola, Ibid, p. 104.

based on the socio-economic profile of its five municipalities. Leonen revealed that Non-Formal Education should be given emphasis in the rural areas where the great mass of population were concentrated. She further suggested that the young housewives, students, out-of-school youths and entrants to the labor force who had non-gainful occupation needed NFE that would give them skills to enable them to earn some sort of living.

The study of Leonen is related to the present investigation as both believe that Non-Formal Education is necessary to improve the living conditions of the clientele by providing them special skills for income-generating projects. The two studies are one in the opinion that the NFE should be given emphasis especially in the rural areas. However, they differ in location and scope. The present study concentrated only on the out-of-school and in-school youths in the municipality of Pinabacdao Samar, while the former covered the five municipalities of Quirino province with the adults, housewives and out-of-school youths as respondents.

Sevilla⁸⁵ noted in his study the need to attune the

⁸⁵ Saturnino Sevilla, Manpower Utilization in Cebu City, as cited in Pablo V. Suarez, "A Study on the Performance of the Occupational Skills of the Clientele Under Non-formal Education Implemented by the San Juan Polytechnic College, Division of Southern Leyte, Region VIII, SY 1983-1984 to 1984-1985", (Unpublished Master's Thesis, Cebu State College, Cebu City, 1986), p. 39.

Causes of Drop-Outs from School

Based on the profile of the Out-of-School Youth respondents, various factors or causes for their dropping out from school could be inferred. Table 11 reveals the actual causes for dropping out from school by the respondents. There were 60 respondents or 62.50 percent who dropped out from school due to lack of money or financial support. There were 25 respondents or 26.04 percent who stopped schooling as they were helping and working with their parents; six respondents or 6.25 percent were not interested any more to study; two respondents or 2.08 percent disclosed that they were busy working with their brothers and sisters; and three respondents or 3.13 percent said that they were not able to continue their studies because of poor health.

The highest number of respondents attributed the main cause for their dropping out from school due to lack of money or financial support; and the lowest number of respondents disclosed that they dropped from school because they were working with their brothers and sisters.

Problems of the Out-of School Youths Along with Employment.

Table 12 presents the respondent's profile as to their problems for employment. Of the 96 out-of-school youth respondents, 50 males and 22 females or a total of

Table 11

Causes for Dropping Out

Causes	:	Number :	Percent
Lacks Money or Financial Support		60	62.50
Helping and Working with Parents		25	26.04
Not Interested to Study		6	6.25
Working with Brothers and Sisters		2	2.08
Sickly		3	3.13
Total		96	100.00

72 respondents or 75.00 percent revealed that they could not find a job; one male respondent or 1.04 percent disclosed that he was not interested to look for a job; 18 respondents or 18.75 percent, with 12 males and six females said that they were very lazy to work; two respondents or 2.08 percent, with one male and one female replied that they do not have a backer for employment; three respondents or 3.13 percent, with two males and one female answered that they were easily discouraged and shy to work.

It is shown in Table 12 that the highest number of male respondents cannot find a job, and the lowest number of male respondents lacked the interest to look for a job or had no employment. The highest number of female respondents could

Table 12

**Problems of Out-of-School Youths
Along with Employment**

Respondents' Problems Along Employment	:	Male	Female	Total	Percent
Cannot Find a Job	:	50	22	72	75.00
Not Interested to Look or Land a Job	:	1	0	1	1.04
Lazy to work	:	12	6	18	18.75
No Backer for Employment	:	1	1	2	2.08
Shyness/Easily Discourage to work	:	2	1	3	3.13
Total	:	66	30	96	100.00

not also find a job; and the lowest female respondents had the problems as to the backer for employment, shyness or easily discouraged to work.

Problems of Out-of-School Youths Along with Livelihood.

Table 13 presents the respondents profile as to their problems with livelihood. Of the 96 out-of-school youth respondents, 40 males and 17 females, a total of 57 respondents or 59.38 percent disclosed that they lack money as starting capital for their livelihoods; 14 respondents, 10 males and four females or 14.58 percent indicated they do not know where to look or find a job; 10 respondents, six

males and four females or 10.42 percent revealed that they do not know any kind of work; eight respondents, six males and two females or 8.33 percent stressed their lack of interest to work; and seven respondents, four males and three females gestured their being idle to work and easily tired as well.

The highest number of male respondents in Table 13 revealed that their problems on livelihood was due to lack of starting capital; and the lowest number of male respondents said that they were idle and easily tired. The highest number of female respondents indicated the problem as lack of capital; and the lowest female respondents indicated the lack of interested to work.

Problems of Out-of-School Youths at Home. Table 14 presents the problems of the out-of-school youths at home. Of the 96 out-of-school youths, 54 males and 25 females, a total of 79 respondents or 82.29 percent expressed that their great problem at home was always to look for their daily needs or food; four males and one female, a total of five respondents or 5.21 percent stated that their brothers are always quarreling at home; another four males and one female, a total of five respondents or 5.21 percent disclosed that they are always alone at home; three males and one female, a total of four respondents or 4.17 percent

Table 13

**Problems of Out-of-School Youth
Along with Livelihood**

Respondents' Problems Along Livelihood	:	Male	Female	Total	Percent
	:	:	:	:	:
No Money as starting Capital	40	17	57	59	38
Does not Know Where to Look for a Job	10	4	14	14	58
Does not Know any Kind of Work	6	4	10	10	42
Not Interested to Work	6	2	8	8	33
Idle / Easily Tired	4	3	7	7	29
Total	66	30	96	100	00

pointed out that their main problem at home was that their sisters are always quarreling at home; and one male and two females, a total of three respondents or 3.12 percent revealed that their parents are often quarreling at home.

The problem of highest number of male respondents was always to look for their daily needs of food, while the problem of lowest number of male respondents was attributed to parent's quarrel on the other hand, the main problem of the highest number of female respondents was also to look for their daily needs on foods; and the lowest number of female respondents had the problems focused on brothers and sisters quarreling, and being always alone at home.

Table 14

Problems of Out-of-School Youths at Home

Respondents' Problems at home	Male	Female	Total	Percent
Always Looking for Daily Needs or foods	54	25	79	82.29
Brothers are always Quarreling	4	1	5	5.21
Always Alone at Home	4	1	5	5.21
Sisters are Always Quarreling	3	1	4	4.17
Parents are often Quarreling	1	2	3	3.12
Total	66	30	96	100.00

Aspirations of the Out-of-School Youths

Table 15 shows the data taken from the respondents' answers to the questions related to their concepts, feelings, aspirations and attitudes toward (a) family, (b) past and present lives, (c) work, (d) society and government, and (e) education. They all reveal the psychological and educational needs and aspiration of the out-of-school youths of Pinabacdao, Samar.

Towards Family. The perceptions and aspirations of the out-of-school youths towards family are disclosed in statements one to five of Table 15. It shows the five

aspects which the respondents all answered "agree" starting with statement number one "May-ada ko pa paghigugma hit akon mga kag-anak" (The out-of-school youths still love their parents) having the weighted mean of 4.43. Statement number two, "May paghigugma pa ha akon it akon mga kag-anak" (That the out-of-school youths are still loved by their parents) has the weighted mean of 4.42; statement number three, "May pagka-urosa o kamurayawan it akon mga kag-anak" (The parents of the out-of-school youths love and understand each other) has also the weighted mean of 3.94; statement number four, "May pagka-urosa o kamurayawan it miembro hit akon yana pamilya" (That there is harmonious relationship and unity among the family members of the out-of-school youths) has the lowest weighted mean of 3.82; and statement number 5, "maopay konta nga magkatirimo o magka-urosa it akon pamilya" (It is best for all the family members to stay together) has the highest weighted mean of 4.49. In general, the statements/indicators along aspirations towards family as evidenced by the responses have the grand mean of 4.22 which implies that their common need is the love and care of their parents for which they had mental and emotional reservations towards their families.

Towards Past and Present Lives. Table 16 reveals the concepts, feelings, aspirations and attitudes of the out-of-

Table 15

Aspirations of the Out-of-School Youths

Aspirations	INDICATORS					Total:	WT.
	: SA : : (5):	: A : : (4):	: U : : (3):	: D : : (2):	: SD : : (1):	Mean	
A. TOWARDS FAMILY							
1. The out-of-school youths love their parents.	62 (310)	20 (80)	10 (30)	1 (2)	3 (3)	96 (425)	4.43 (A)
2. The out-of-school youths are loved by their parents.	59 (295)	21 (84)	13 (39)	3 (6)	0 (0)	96 (424)	4.42 (A)
3. The parents of the out-of-school youths love and understand each other.	35 (175)	27 (108)	27 (81)	7 (14)	0 (0)	96 (378)	3.94 (A)
4. There is a harmonious relationship and unity among the out-of-school youths family members.	37 (185)	19 (76)	30 (90)	6 (12)	4 (4)	96 (367)	3.82 (A)
5. The out-of-school youths parents should be living together.	60 (300)	27 (108)	5 (15)	4 (8)	0 (0)	96 (431)	4.49 (A)
Grand Total Mean	253 (1265)	114 (456)	85 (255)	21 (42)	7 (7)	480 (2025)	21.10
Grand Mean							4.22 (A)

Legend:

4.51 - 5.00	Strongly Agree	(SA)
3.51 - 4.50	Agree	(A)
2.51 - 3.50	Uncertain/Undecided	(U)
1.51 - 2.50	Disagree	(D)
1.00 - 1.50	Strongly Disagree	(SD)

school youths towards their past and present lives stated in statements from 6 to 11. On statement number six "Makuri an amon kabuhi hadto kontra yana" (The Out-of-School youths livelihood is harder before than today), respondents replied "Uncertain or Undecided" with the weighted mean of 3.32. The other two statements with "Uncertain or Undecided" responses are statement number seven, "Makuri an pamiling han trabaho hadto kontra yana" (Looking for a job is harder before than today) having the weighted mean of 3.29, and statement number nine "Waray ako maruyag hit amon trabaho ngadto nga una nga panahon" (The Out-of-School Youths didn't like their job in the past) with the weighted mean of 3.21. The only aspirations with "strongly Agree" responses is statement number eight, "Naruruyag ako makabiling hin maopay nga trabaho yana" (The out-of-school youth likes to find a decent job today) having a weighted mean of 4.55. The respondents answered "agree" on statement number 10, "Makuri yana nga panahon an pamiling han trabaho" (Looking for a job today is hard or difficult with a weighted mean of 4.03; and they disagree on the last aspect "Naruruyag ako yana hit akon kamutangan" (I like my present status or lifestyle) with a weighted mean of 2.41. The grand weighted mean of 3.47 or "uncertain" indicates the feeling of uncertainty of the out-of-school youths on

Table 16

Aspirations of the Out-of-School Youths

Aspirations	INDICATORS					Total	WT.
	: SA	: A	: U	: D	: SD		
	: (5)	: (4)	: (3)	: (2)	: (1)		: Mean
B. TOWARDS PAST AND PRESENT LIVES							
6. The out-of-school youths live- lihood is harder before than today.	17 (85)	21 (84)	38 (114)	16 (32)	4 (4)	96 (319)	3.32 (U)
7. Looking for a job before is harder than today for the out- of-school youths.	19 (95)	17 (68)	36 (108)	21 (42)	3 (3)	96 (316)	3.29 (U)
8. The out-of-school youths like to find a decent job today.	61 (305)	27 (108)	8 (24)	0 (0)	0 (0)	96 (437)	4.55 (SA)
9. The out-of-school youths did not like their job in the past.	16 (80)	22 (88)	32 (96)	18 (36)	8 (8)	96 (308)	3.21 (U)
10. Looking for a job is hard today for the out-of school youths.	38 (190)	30 (120)	23 (69)	3 (6)	2 (2)	96 (387)	4.03 (A)
11. The out-of-school youths like their present status on life- style.	6 (30)	7 (28)	27 (81)	36 (72)	20 (20)	96 (231)	2.41 (D)
Grand Total Mean	157 (785)	124 (496)	164 (492)	94 (188)	37 (37)	576 (1998)	20.81
Grand Mean							3.47 (U)

Legend:

4.51 - 5.00	Strongly Agree	(SA)
3.51 - 4.50	Agree	(A)
2.51 - 3.50	Uncertain/Undecided	(U)
1.51 - 2.50	Disagree	(D)
1.00 - 1.50	Strongly Disagree	(SD)

their past and present lives.

Towards Work. Table 17 shows statements from 12 to 14 illustrate the concepts, feelings, aspirations and attitudes of the respondents towards work as perceived by themselves. The respondents strongly agree on item number 12, "kinahanglan han tawo an may panginabuhi para mabuhi hin mahuyayag nga kahimtang" (A person needs to have a job in order to live a decent life) with a weighted mean of 4.70. In statement number 13, "Makakahibaro ako bisan ano nga disente nga pangabuhi para la mabuhi" (The willingness to accept any lowly kind of job or work as long as it is a decent job), the respondents answered "agree" with a weighted mean of 4.20. In statement number 14, "Karuyag ko mahibaro hin bisan ano nga pakabuhi basta nauyon la hin kamurayawan diri la parte ha akon kondi para han kadam-an man" (The out-of-school youths are willing to learn any kind of job as long as it conforms to society's dictum of rightful living), they replied "Strongly Agree" with a weighted mean of 4.69. The table indicates the interests and willingness of the respondents to improve or uplift their living conditions to conform to rightful living, if provided the opportunity to find a decent job.

Towards Society and Government. Table 18 with

Table 17

Aspirations of the Out-of-School Youths

Aspirations	INDICATORS					Total	WT.	Mean
	: SA	: A	: U	: D	: SD			
	: (5)	: (4)	: (3)	: (2)	: (1)			
C. TOWARDS WORK								
12. The out-of-school youths believe that a person needs to have a job in order to live a decent lifestyle.	73 (365)	17 (68)	6 (18)	0 (0)	0 (0)	96 (451)	4.70 (SA)	
13. The out-of-school youths will accept any lowly kind of job as long as it is a decent job.	38 (190)	42 (168)	13 (39)	3 (6)	0 (0)	96 (403)	4.20 (A)	
14. The out-of-school youths are willing to learn any kind of job as long as it conform to the society's dictum of rightful living.	69 (175)	24 (108)	3 (81)	0 (14)	0 (0)	96 (378)	4.69 (A)	
Grand Total Mean	180 (900)	83 (332)	22 (66)	3 (6)	0 (0)	288 (1304)	13.59	
Grand Mean							4.53 (SA)	

Legend:

4.51 - 5.00	Strongly Agree	(SA)
3.51 - 4.50	Agree	(A)
2.51 - 3.50	Uncertain/Undecided	(U)
1.51 - 2.50	Disagree	(D)
1.00 - 1.50	Strongly Disagree	(SD)

statements 15 to 17 reveals the concepts, feeling, attitudes and aspirations of the out-of-school youths towards society

Table 18

Aspirations of the Out-of-School Youths

		INDICATORS						
Aspirations		: SA	: A	: U	: D	: SD	: Total	: WT.
		: (5)	: (4)	: (3)	: (2)	: (1)	: Mean	
D. TOWARDS SOCIETY AND GOVERNMENT								
15.	There are people who are willing to extend their help in order to augment the out-of-school youths means of livelihood.	35	36	17	1	3	96	3.99 (A)
16.	The out-of-school youths need the assistance of the government in order to improve their living condition in the future.	47	37	10	2	0	96	4.34 (A)
17.	There are people who still pity and care for the out-of-school youths.	28	26	27	10	5	96	3.65 (A)
Grand Total Mean		110	99	54	17	8	288	11.98
		(550)	(396)	(162)	(34)	(8)	(1150)	
Grand Mean								3.99 (A)

Legend:

4.51 - 5.00	Strongly Agree	(SA)
3.51 - 4.50	Agree	(A)
2.51 - 3.50	Uncertain/Undecided	(U)
1.51 - 2.50	Disagree	(D)
1.00 - 1.50	Strongly Disagree	(SD)

and government. The respondents answered all "agree" on these three statements. Statement number 15, "May tawo o mga

tawo nga nabulig pagpakaopay ha akon para la ako mahibutang hin maopay nga kahimtang" (There are people who are willing to extend their help in order to improve and augment the out-of-school youths means of livelihood) has a weighted mean of 3.99; statement number 16, "Karuyag ko nga mabuligan ako hiton mga nasasakupan hit gobyerno para magmaopay an akon kabubuwason" (The out-of-school youths believe that if the government will extend their help, their living conditions will be improved and become better) has the lowest weighted mean of 4.34 among the three aspects. And statement number 17, "May mga tawo nga nalulu-oy ha akon" (There are people who still show pity and care for the out-of-school youths) has a weighted mean of 3.65. The grand weighted mean of Table 18 is 3.99 or "agree" which indicates that society and government should always extend their help and show more concernin order to improve the quality of life of the out-of-school youths of Pinabacdao, Samar.

Towards Education. The concepts, feelings, attitudes and aspirations of the out-of-school youths towards education is presented in Table 19 in statements 18 to 20. The respondents strongly agree on two items; statement number 18, "Maupay it kabuhi o kabubuwason hit usa nga tawo nga may-ada edukasyon" (The out-of-school youths believe

Table 19

Aspirations of the Out-of-School Youths

Aspirations	INDICATORS						Total: WT.	Mean
	: SA	: A	: U	: D	: SD	: Total: WT.		
	: (5)	: (4)	: (3)	: (2)	: (1)			
E. TOWARDS EDUCATION								
18. The out-of-school youths believe that a better way to live as to have proper education.	62 (310)	20 (80)	10 (30)	1 (2)	3 (3)	96 (425)	4.43 (A)	
19. The out-of-school youth believe that if given a chance, thy can learn updated manipulative skills which would be useful for their future lives.	59 (295)	21 (84)	13 (39)	3 (6)	0 (0)	96 (424)	4.42 (A)	
20. The out-of-school youths believes that they will be willing to learn new or modern techniques in education in order to live and have a bright future.	35 (175)	27 (108)	27 (81)	7 (14)	0 (0)	96 (378)	3.94 (A)	
Grand Total Mean	253 (1265)	114 (456)	85 (255)	21 (42)	7 (7)	480 (2025)	21.10	
Grand Mean							4.22 (A)	

Legend:

4.51 - 5.00	Strongly Agree	(SA)
3.51 - 4.50	Agree	(A)
2.51 - 3.50	Uncertain/Undecided	(U)
1.51 - 2.50	Disagree	(D)
1.00 - 1.50	Strongly Disagree	(SD)

that a better way to live is to have proper education) with weighed mean of 4.57. Statement number 19, "kinahanglan ha tawo it may-ada aram sugad han pagbasa, pagsurat, pagkuwenta, pagrason, ug iba pa nga panutduan para makita niya nga maopay hiya nga tawo" (The out-of-school youths believe that if given a chance, they can learn updated manipulative skills which would be useful to their future lives) has the highest weighted mean among the three items. The last statement number 20, "Mahihibaro ako hin mga moderno nga pamaagi parte edukasyon kon tatagan pa ako hin higayon para magmaopay it akon kabubuwason" (The out-of-school youths believe that if given a chance, they will be willing and interested to learn new educational techniques in order to live and have a bright future) has only a weighted mean of 4.33 as the respondents answered "agree". The table has a grand weighted mean of 4.51 which is strongly agree. This indicates that the respondents are very much willing to learn skills, technologies and values if provided the access to right education and trainings in their fields of endeavors for better success in life.

Towards Family of In-school Youths. Table 20 presents the data from the answers of the In-School Youths based on the indicators expressed representing the concepts, feelings, aspirations and attitudes of the respondents

Table 20

Aspirations of the In-School Youths

		INDICATORS						
Aspirations		: SA	: A	: U	: D	: SD	: Total	: WT.
		: (5)	: (4)	: (3)	: (2)	: (1)	: Mean	
E. TOWARDS FAMILY								
1. The In-School-Youths still love their parents.		73 (365)	12 (48)	7 (21)	2 (4)	2 (2)	96 (440)	4.58 (SA)
2. The In-School Youths are loved by their parents.		70 (350)	21 (84)	4 (12)	1 (2)	0 (0)	96 (448)	4.67 (SA)
3. The In-School Youths parents love and understand each other		48 (240)	35 (140)	10 (30)	3 (6)	0 (0)	96 (416)	4.33 (A)
4. There is a harmonious relationship and unity among the In-School Youths Family Members.		49 (245)	19 (76)	10 (54)	3 (16)	0 (2)	96 (393)	(A)
5. The In-School Youths parents should be living together.		55 (275)	30 (120)	10 (30)	1 (2)	0 (0)	96 (427)	4.45 (A)
Grand Total Mean		264 (1320)	148 (592)	49 (147)	15 (30)	4 (4)	480 (2093)	22.12
Grand Mean		4.42 (A)						

Legend:

4.51 - 5.00	Strongly Agree	(SA)
3.51 - 4.50	Agree	(A)
2.51 - 3.50	Uncertain/Undecided	(U)
1.51 - 2.50	Disagree	(D)
1.00 - 1.50	Strongly Disagree	(SD)

towards: (a) family, (b) past and present lives, (c) work, (d) society and government, and (e) education which all reveal their psychological needs.

In table 20 with statements from 1 to 5, the respondents strongly agree on two aspects; statement 1 and 2, "The In -School Youths are still love their parents" and "The In-School Youths still loved by their parents" with their weighted means of 4.58 and 4.67 respectively. the same respondents also answered "agree" on all the remaining items; statement number 4, "There is a harmonious relationship and unity among the family members of the In-School Youths"; and statement number 5, "The In-School Youths parents should be living together" have the respective weighted means of 4.33, 4.09 and 4.45. The grand mean of this table is 4.42 which indicates that the In-School Youths still hope and need the assistance, love and care of their parents in order to have brighter future and enjoy mental and emotional stability.

Towards Past and Present Lives of In-School Youths.

The concepts, feelings, aspirations, and attitudes of the In-School Youths towards their past and present lives is shown in Table 21 with statements from 6 to 11. The respondents replied "agree" on four items; statement number

Table 21

Aspirations of the In-School Youths

Aspirations	INDICATORS					Total	WT.
	: SA : : (5):	: A : : (4):	: U : : (3):	: D : : (2):	: SD : : (1):		
B. TOWARDS PAST AND PRESENT LIVES							
6. The In-School Youths Liveli- hood is harder than today.	13 (65)	49 (196)	24 (72)	8 (4)	2 (2)	96 (440)	3.66 (SA)
7. Looking for a job before is harder than today for the In-School Youths.	20 (100)	34 (136)	30 (12)	10 (2)	2 (0)	96 (448)	3.63 (A)
8. The In-School Youths like to find a decent job today.	62 (310)	28 (112)	6 (18)	0 (0)	0 (0)	96 (440)	4.58 (SA)
9. The In-School Youths didn't' like their job in the past.	20 (100)	25 (100)	25 (75)	16 (32)	10 (10)	96 (317)	3.30 (U)
10. Looking for a job is hard to- day for the In-School Youths.	34 (170)	34 (136)	22 (66)	4 (8)	2 (2)	96 (382)	3.98 (A)
11. The In-School Youths like their present status or life- style.	20 (100)	30 (120)	31 (93)	10 (20)	5 (5)	96 (338)	3.52 (A)
Grand Total Mean	169 (845)	210 (840)	128 (384)	48 (96)	21 (21)	576 (2186)	22.57
Grand Mean							3.78 (A)

Legend:

4.51 - 5.00	Strongly Agree	(SA)
3.51 - 4.50	Agree	(A)
2.51 - 3.50	Uncertain/Undecided	(U)
1.51 - 2.50	Disagree	(D)
1.00 - 1.50	Strongly Disagree	(SD)

6, "The In-School Youths livelihood is harder before than today, "; statement number 7, "Looking for a job before is harder than today for the In-School Youths"; statement number 10, "Looking for a job is hard today for the In-School Youths", and statement number 11, "The In-School Youths like their present status or lifestyle" with weighted means of 3.66, 3.63, 3.98, and 3.52 respectively. Of these six items the respondents answered "Strongly Agree" only in statement number 8, "The In-School Youths like to find a decent job today" which has a weighted mean of 4.58, while in statement number 9, "The In-School Youths didn't like their job in the past", they answered "uncertain" resulting a grand mean of 3.78 which is already an indication that the In-School Youths have still great hopes and chances to be able to adjust themselves anywhere and make their future better and brighter.

Towards Work of the In-School Youths. Table 22 with statements 12 to 14 reveals the concepts, feelings, attitudes and aspirations of the In-School Youths towards work. The respondents answered "Strongly Agree" on statement number 12, "The In-School Youths believe that a person needs to have a job in order to live a decent life" It has a weighted mean of 4.53. In statement 13 and 14, "The In-

Table 22

Aspirations of the In-School Youths

Aspirations	INDICATORS					Total:	WT.
	: SA	: A	: U	: D	: SD		
	: (5)	: (4)	: (3)	: (2)	: (1)		: Mean
C. TOWARDS WORK							
12. The In-School Youths believe that a person needs to have a job in order to live a decent life.	56 (280)	35 (140)	5 (15)	0 (0)	0 (0)	96 (435)	4.53 (SA)
13. The In-School Youths will accept any lowly kind of job as long as it is a decent job.	50 (250)	33 (132)	11 (33)	2 (4)	0 (0)	96 (419)	4.36 (A)
14. The In-School Youths are willing to learn any kind of job as long as it conform to the society's dictum of rightful living.	51 (255)	38 (152)	7 (21)	0 (0)	0 (0)	96 (428)	4.46 (A)
Grand Total Mean	157 (785)	106 (424)	23 (69)	2 (4)	0 (0)	288 (1282)	13.55
Grand Mean							4.45 (A)

Legend:

4.51 - 5.00	Strongly Agree	(SA)
3.51 - 4.50	Agree	(A)
2.51 - 3.50	Uncertain/Undecided	(U)
1.51 - 2.50	Disagree	(D)
1.00 - 1.50	Strongly Disagree	(SD)

School Youths will accept any lowly kind of job as long as it is a decent job"; "The In-School Youths are willing to learn any kind of job as long as it conformsto the society's

dictum of rightful living"; the respondents answered "agree" and their respective weighted mean are 4.36 and 4.46. The grand weighted mean of 4.45 is an indication of the respondent's willingness to observe society's dictum of rightful living which means that if given the opportunity to learn modern or new technology with proper motivations they can improve their standard of living.

Towards Society and Government of the In-School Youths.

Table 23 presents the responses of the In-School Youths on their concepts, feelings, aspirations and aptitudes towards society and government contained in items 15 to 17. The respondents answered "agree" on all the 3 statements; "There are people who are willing to extend their help in order to improve and augment the livelihood of the In-School Youths", "The In-School Youths need the assistance of the government in order to improve their living condition in the near future", "There are people who still pity and care for the In-School Youths". Their respective weighted means are 3.75, 4.20, and 3.79. The grand weighted mean is 3.91 which indicates that society and government should always extend their full assistance over the lives of the respondents for their total and maximum development.

Towards Education of the In-School Youth. Statements

Table 23

Aspirations of the In-School Youths

Aspirations	INDICATORS					Total	WT.
	: SA	: A	: U	: D	: SD		
	: (5)	: (4)	: (3)	: (2)	: (1)		: Mean
D. TOWARDS SOCIETY AND GOVERNMENT							
15. There are people who are willing to extend their help in order to augment the livelihood of the In-School Youths.	19 (95)	41 (164)	31 (93)	3 (6)	2 (2)	96 (360)	3.75 (A)
16. The In-School Youth needs the assistance of the government in order to improve their living condition in the near future.	33 (165)	50 (200)	12 (36)	1 (2)	2 (0)	96 (403)	4.20 (A)
17. There are people who still pity and care for the In-School Youths.	30 (150)	30 (120)	25 (75)	8 (16)	3 (3)	96 (364)	3.79 (A)
Grand Total Mean	82 (410)	121 (484)	68 (204)	12 (24)	5 (5)	288 (1127)	11.74
Grand Mean							3.91 (A)

Legend:

4.51 - 5.00	Strongly Agree	(SA)
3.51 - 4.50	Agree	(A)
2.51 - 3.50	Uncertain/Undecided	(U)
1.51 - 2.50	Disagree	(D)
1.00 - 1.50	Strongly Disagree	(SD)

18 to 20 in Table 24 show the concepts, feelings, attitudes and aspirations of the In-School Youths towards education.

Table 24

Aspirations of the In-School Youths

Aspirations	INDICATORS					Total	WT.
	: SA : (5)	: A : (4)	: U : (3)	: D : (2)	: SD : (1)		
E. TOWARDS EDUCATION							
18. The In-School Youths believe that a better way to live is to have proper education.	65 (325)	26 (104)	5 (15)	0 (0)	0 (0)	96 (444)	4.62 (SA)
19. The In-School Youths believe that if given a chance, they can learn up-dated manipulative skills which would be useful for their future lives.	61 (305)	28 (112)	7 (21)	0 (0)	0 (0)	96 (438)	4.56 (SA)
20. The In-School Youths believe that they will be willing to learn new or modern techniques in education in order to live and have a bright future.	51 (215)	35 (140)	10 (30)	0 (0)	0 (0)	96 (425)	4.43 (A)
Grand Total Mean	177 (885)	89 (356)	22 (66)	0 (0)	0 (0)	288 (1307)	13.61
Grand Mean							4.54 (SA)

Legend:

4.51 - 5.00	Strongly Agree	(SA)
3.51 - 4.50	Agree	(A)
2.51 - 3.50	Uncertain/Undecided	(U)
1.51 - 2.50	Disagree	(D)
1.00 - 1.50	Strongly Disagree	(SD)

The respondents replied "Strongly Agree" on the first two items, "The In-School Youths believe that a better way to

live is to have proper education", and "The In-School Youths believe that if given a chance, they can learn updated manipulative skills which may be useful for their future lives". Their weighted mean are 4.62 and 4.56 respectively. The respondents answered "agree" on the last statement, "The In-School Youths believe that they will be willing to learn new or modern techniques in education in order to live and have a bright future," which has a weighted mean of 4.43. The overall grand weighted mean of 4.54 strongly reveals a very favorable condition for the In-School Youths of Pinabacdao, Samar, if given the appropriate opportunity and trainings for their progress and developments.

Summary of the Test of Comparison
Between the Aspirations of the
In-School and Out-School Youths

Table 25 presents the summary of the test of comparison between the aspirations and psychological needs of the In-School Youths and Out-of-School Youths as disclosed by themselves. This table is the basis for testing the null hypothesis "There is no significant difference in the aspirations between the out-of-school youths and in-school youths of Pinabacdao, Samar." As shown in the computed t -value of 1.154 which is less than the table value of 2.306 at 2.05 level of significance on the concepts, feelings,

Table 25

**Summary of the Test of Comparison Between the
Aspirations of the In-School Youths
and Out-of School Youths**

ASPECTS	: In-School : Out-of-School :		Absolute	Computed	Tabular	Evalu-		
	: Youths : Youths		: Difference	: t-value	: t-value	ation		
	: Mean : SD : Mean : SD		: in means		: at 2=.05 :			
1.Towards Family	4.42	0.227	4.22	0.314	0.20	1.154	2.306	Accept Ho
2.Towards Past and Present Lives	3.78	0.451	3.47	0.738	0.31	0.878	2.228	Accept Ho
3.Towards Works	4.45	0.0854	4.53	0.2858	-0.08	2.202	2.776	Accept Ho
4.Towards Society and Government	3.91	0.249	3.99	0.345	-0.08	-0.326	2.776	Accept Ho
5.Towards Education	4.54	0.0971	4.51	0.1626	0.03	0.274	2.776	Accept Ho

Interpretation	Accepted
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aspirations and attitudes of the respondents towards family; computed t -value of 0.878 which is also less than the table value of 2.228 at 2.05 level of significance on the concepts, feelings, aspirations and attitudes of the respondents towards their past and present lives; computed t -value of 2.202, less than the table value of 2.776 at 2.05 level of significance on the concepts, feelings, aspirations and attitudes of the respondents towards work; computed t -value of -0.326, less than the table value of 2.776 on the concepts, feelings, aspirations and attitudes of the

respondents towards society and government; and computed χ^2 -value of 0.274, less than again the table value of 2.776 on the concepts, feelings, aspirations and attitudes of the respondents towards education the foregoing hypothesis is accepted to mean that the out-of-school youths and in-school youths have the same aspirations and common interests and agreement in relations to their psychological needs and educational preferences in life. This means further that the respondents are sincere and honest in disclosing the truth and reality of their lives which were all confirmed by an equally honest and true observations of the researcher, hence the immediate need to uplift the socio-economic, psychological and educational needs of the respondents through a most viable and practical development programs for the out-of-school and in-school youths of Pinabacdao, Samar.

General Implications

As shown and revealed in the result of this research, its findings could be used to the benefit and advantage of the many particularly, the subject of this study. Its main purpose is to draw a development program that could uplift the quality of life by giving attention to the increasing needs and demands of the out-of-school and in-school youths in the Municipality of Pinabacdao, Samar.

The implications of the different findings are as

follows: (1) The development program should be vocationally-oriented in order to serve best and satisfy the socio-economic and psychological needs of the out-of-school and in-school youths of Pinabacdao. (2) The development program for the subject of this study should in itself, be an income generating project so as to immediately serve and satisfy their needs, while awaiting the support of the government and non-government entities. (3) The development program should be one that focuses on the needs of the time, and which can really augment the present socio-economic status of the respondents. (4) The development program should be a joint effort of the governments and non-government entities or organizations in order to be able to design, create, and develop a program that could answer the personal, social, financial, and psychological needs and demands of the respondents and the educational institutions involved.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter summarizes the findings of the research study and in the light of the findings, conclusions are formulated, implications are drawn, and recommendations are suggested for adoption or implementation. The data gathered were based on the responses of the ninety six (96) out-of-school youths, and ninety six (96) in-school youths of Pinabacdao, the research environment of this investigation.

Summary of Findings

The research work reveals the following findings:

1. Of the 96 out-of-school youths, 66 were males who come from Barangays one and two, Bangon, Botoc, Bugho, Calampong, Canlobo, Catigawan, Dolores, Lale, Laygayon, Lawaan, Loctob, Madalunot, Magdawat, Mambog, Manaing, Nabong, Obayan, Pahug, Parasanon, Pilaon, and San Isidro; and 30 were females coming also from the same barangays except barangays Canlobo, Catigawan, Dolores, Lale, Lawaan, and Pahug whose respondents were all males.

2. With regard to the respondents' profile by age and sex, there were four respondents, three males and one female at age of 12; three male respondents were all at the age of 13; 10 males and two females or a total of 12 respondents

were 14 years old; 11 respondents, six males and five females were at the age of 15; sixteen respondents, 12 males and four females were 16 years old; six male and six female or a total of 12 respondents were 17 years old; 15 respondents, 13 males and two females were at the age of 18; eight males and three females or a total of 11 respondents were age 19; and 12 respondents, five males and seven females were 20 years old.

3. As to educational attainment and sex of the respondents; of the 96 out-of-school youths 46 respondents, 33 males and 13 females reached primary level (Grade I-IV); 15 males and eight females or a total of 23 respondents reached intermediate (Grade V-VI); 25 respondents, 16 males and nine females reached secondary or high school; and only two males reached college.

4. In terms of family size of the out-of-school youths; 33 respondents or 34.38 percent signified that they belong to a family whose number of children is from eight and above; 38 respondents or 39.58 percent said that they belong to a family with six or seven children; 16 respondents or 16.67 percent disclosed that they are four to five children in the family, eight respondents or 8.33 percent indicated that their family had two to three number of children, and one respondent or 1.04 percent responded as the only child in the family.

5. As to the educational attainments of the parents of the respondents, there were 12 fathers and 10 mothers who are all illiterate, 43 fathers and 32 mothers reached primary level (Grade I-IV); 29 fathers and 39 mothers reached intermediate (Grade V-VI), 20 parents or 10 fathers and 10 mothers reached secondary or high school, and two fathers and five mothers reached college.

6. With regard to the occupation of the father of the respondents; 82 or 85.4 percent were farmers or fishermen; six or 6.3 percent were self-employed; none were employed in government or private firm; and eight or 8.3 percent were jobless.

7. Of the 96 mothers of the respondents, 55 or 57.3 percent were vegetables, crops, fruits, fish and meat vendors; 3 were employed in the government which is equivalent to 3.1 percent; 2 or 2.1 percent were employed in private firm; and 36 or 37.5 percent were plain housewives.

8. When asked on the daily income of their parents, three fathers and three mothers had the daily income from P120.00 and above; Five fathers and two mothers had P80.00 to P110.00 daily income; 32 fathers and 21 mothers had the daily income from P50.00 o P75.00; 48 fathers and 34 mothers earned from P10.00 to P40.00, and eight fathers and 36 mothers were not earning at all.

9. As to the work experience of the respondents, 14 males and 18 females or a total of 32 were identified as housemaid or house helper; 19 respondents, 15 males and four females were selling fruits, crops, vegetables, fish, meat candies, and the like; Seventeen males and four females or a total of 21 had the experience working with their parents in the farm or fishing in the sea; another 19 males and three females were part time or contractual worker, and four males and one female or a total of five have no work experience yet.

10. With regard to the present occupation of the respondents, 15 males and two females or a total of 17 are as housemaids or house helpers; another 17 respondents, 10 males and seven females, are vendors; or 38 respondents, 25 males and 13 females, are working with their parents in farming and fishing; two males and one female or total of three are part time or contractual workers; and 21 respondents, 14 males and seven females, are jobless at present.

11. As to the causes of their dropping out from schools; of the 96 out-of-school youths, 60 or 62.50 percent disclosed that they lack money or financial support; 25 or 26.04 percent said that they were helping and working with their parents; six or 6.25 percent signified lack of interest and enthusiasm;

two or 2.08 percent revealed that they were working with their brothers and sisters; and three or 3.13 percent responded as sickly.

12. With regard to their problem on employment, 50 males and 22 females or a total of 72 respondents or 75 percent said that they could not find a job; one male or 1.04 percent responded as not interested to look for a job; 18 respondents, 12 males and six females, were lazy to work; one male and one female or 2.08 percent had no backer for employment; and three respondents, two males and one female or 3.13 percent were shy and easily discouraged to work.

13. As to the problem of the respondents on livelihood, 57 respondents, 40 males and 17 females or 59.38 percent confirmed that they had no money as starting capital; 10 males and four females or 14.58 percent said that they do not know where to look for a job; 10 respondents, six males and four females or 10.42 percent expressed that they had no money as starting capital; six males and two females or 8.33 percent were not interested to work and seven respondents, four males and three females or 7.29 percent said that they got easily tired or lazy to work.

14. As to the problems of the respondents at home, 79 out-of school youths, 54 males and 25 females or 82.29

percent said that their great problem at home was to look for their daily needs or food; four males and one female, a total of five respondents or 5.21 percent signified that their brothers were always quarreling; another five respondents, four males and one female or 5.21 percent, said that they were always alone at home; three males and one female, a total of four respondents or 4.17 percent, expressed that their sisters were also quarreling at home; and three respondents, one male and two females or 3.12 percent, disclosed that their parents were often quarreling at home.

15. With regard to the aspirations of the out-of-school youths for their family; as shown on the grand weighted mean of 4.22 in Table 15-A, the respondents desired and wished for the harmonious relationship, better understanding and unity among the members of their family for them to be happy living together. As for their past and present lives, the respondents wanted to uplift and improve their poor living conditions and they would like to find a decent job or work today. Towards work, the respondents agree and believe that a person needs to have a job in order to live a decent life; they will accept any lowly kind of job as long as it is a decent, and that they are willing to learn any kind of job especially when it conform to society's dictum of rightful living. Towards

society and government, the respondents strongly desire the assistance and help of the government and other especial groups of individuals in order to augment their livelihood. As for education, the respondents wanted full education and short term courses that would make them earn when the class is over; they agree that education is the key to progress and development; they are willing to learn new techniques in education; and they have the expectation to learn manipulative skills which would be useful in their future lives for them to become a versatile and productive individuals.

16. As to the aspiration of the In-School Youths towards the family; the grand weighted mean of 4.42 in table 16-A indicates that the respondents still need the assistance, love and care, unity and understanding of their parents in order to be happy and to enjoy mental and emotional stability. Towards past and present lives, the respondents want to find a decent job today in order to improve their living conditions. Towards work, they believe that a person need to have a job in order to live a decent life, who is willing to accept any kind of job or any lowly kind of job as long as it is a decent job. Towards society and government; the respondents desire the full and continuous assistance of the government and other people or organizations for their total and maximum

development. Towards education, the respondents believe that a better way to live is to have proper education. They are willing to learn new techniques in education, as well as updated manipulative skills which would be useful in improving their future lives.

17. With regard to the development program that can be designed and developed to meet the socio-economic, educational and psychological needs of the out-of-school youths of Pinabacdao; 52 respondents, thirty three males and nineteen females desired the programs or projects of the government that could benefit them and answer their needs; thirteen males and four females preferred the curriculum with immediate income or earnings of the learners after the course is over; seven males and two females wanted the curriculum on occupational skills in the elementary; two respondents, one male and one female agreed on the curriculum on vocational or occupational skills in the secondary; and twelve males and four females or a total of sixteen respondents favored the curriculum on income-generating projects for the out-of-school youths.

Conclusions

In view of the foregoing findings, the different conclusion made are as follows:

1. The greater number of the out-of-school youths

exist in the hinterlands and along the car lines barangays, as an indication that it is easier to survive with natures graces within their environments. The greater number of in-school youths are found in the poblacions or more urbanized barangays which is also an indication that they have better accessibility in different schools for higher learning.

2. Most of the out-of-school and in-school youths reside with the whole family, however there are those who lived with their relatives and friends in order to survive, since they do not feel the love and care of their parents.

3. Most of the parents of the out-of-school and in-school are farmers and fishermen and only very few are engage in self-employment, so they can earn something for their personal needs and survival of their families. They have difficulty in seeking for a decent job in the government and private firms because of their very low educational attainment.

4. It is due to the ignorance, indolence and very low income of some of the parents of the out-of-school youths. That they become maladjusted in the wayward and neglected children in society.

5. These out-of-school youths are deprived of their proper and timely education because of lack of guidance,

and neglect of the parents.

6. Owing to their status and psychological needs both the out-of-school and in-school youths would welcome any form of and assistance from the government and private organizations or individuals to improve their living conditions.

7. The development program being proposed by the writer is a timely response to these ever increasing demands and problems of the out-of-school and in-school youths of Pinabacdao.

Recommendations

1. That this proposed development program for the out-of-school youths of Pinabacdao be implemented by the national government, and other line agencies in the Municipality.

2. That this proposed development program for the out-of-school youth of Pinabacdao be immediately implemented in the Municipality with the West Coast Agricultural College as the pilot institution.

3. That the government should institute some favorable measures to uplift the quality of life of these neglected youths through the implementation of some other development programs similar to the one proposed by the researcher.

4. That it is necessary to give proper guidance to

these respondents for the realization of their potentialities and success in life.

5. That the Department of Education, Culture and Sports should oversee the implementation of the proposed development programs by screening and providing the most qualified personalities to handle and teach the different vocational and short term courses.

6. That a communal settlement of at least five hectares of land be established for the different activities of the clientele with the cooperation of the local government in order to improve their living conditions.

7. That private individuals and organizations be tapped to provide any kind of materials support that may be useful to the enhancement of the program.

8. That further study by other researcher in other municipalities be conducted in order to learn and get the reaction of some educators and government officials on the development model herein proposed by the writer.

10. That the various government agencies engage in non-formal education program like the Self-Employment Assistance Program (SEAP) and the Department of Social Services and Development should provide a starting small rolling capital to run a small business like poultry or broiler raising, embroidery, mushroom culture and many others. This is to initially develop particular knowledge

and skills associated with various economic activities useful in making a living for the total and maximum development of the out-of-school youth and the in-school youths of Pinabacdao.

11. That teachers with special interests for the progress and developments of the out-of-school youths like the writer of the present study be assigned to handle these targeted clienteles.

12. That the teachers who will handle and teach the different-occupational or short term courses must stay with the out-of-school youths or respondents from Monday to Friday in order to effectively monitor and evaluate the weekly performance of the clientele towards the different vocational activities.

13. That the out-of-school youths who sincerely participated and graduated from the short term courses of occupational skills training programs be given incentives in the form of scholarship grants for higher learning.

14. That the government through the Department of Labor and Employment should assist in the job placements of the out-of-school youths who have acquired some occupational or vocational skills in the different short term courses.

15. That constant conferences with barangay, municipal and school officials be conducted as it may help to draw

some suggestions on other types of fruitful occupational skills and practical projects to be offered to the clientele or the out-of-school youths. A survey of the community needs resources is necessary to asses the clientele's needs and interests so that the courses offered would be become more interesting and would sustaining enthusiasm to always finish the trainings or whatever projects started by the clientele.

Chapter 6

PROPOSED DEVELOPMENT PROGRAM FOR THE OUT-OF-SCHOOL YOUTHS OF PINABACDAO, SAMAR

Rationale

The proposed development model for the out-of-school youths of Pinabacdao is an outgrowth of the study of the researcher entitled "Development Program for the Out-of-School Youths of Pinabacdao: A Proposal" with the end in view of augmenting the socio-economic and educational foundations of these ambitious youths. This is also grounded on some solid educational and philosophical foundations of which one of these is Gambetta's National Survival Model which states:

"It is essential for superior classes to elevate and emancipate this people of workers who hold in reserve a force still virgin but able to develop inexhaustible treasurers of activity and aptitude.

We must learn and teach the peasant what he owes to society and what right to ask of her."⁸⁸

In this model he calls for an education that is complete from base to submit as is known to human intelligence. His concept of education and development appears sounds practical,

⁸⁸ Leon Gambetta, National Survival Model as cited in Bienvenido O. Babalcon study on Haplit Boys of Paranas, p. 81.

useful, as well as fruitful if it may apply to the proposed development program for the out-of-school and in-school youths of Pinabacdao, Samar.

Objectives of the Program

The main purpose and objective of the program is to develop in the clientele the essential knowledge that would enable them to understand their own potentialities for successful adjustment in life. Specifically it aims to: (1) develop among the clientele, socio-economic, moral and spiritual values necessary and useful in a democratic society; (2) develop among the clientele and equip them with rightful thinking, reading, writing, numeracy, communicating skills and varied vocational or occupational skills that would make them become productive and versatile citizen; and (3) produce and transform them into well adjusted, well rounded, self-reliant, and vocational-oriented personality.

Course/Program Description

This proposed development program for the out-of-school and in-school youths of Pinabacdao is a short-term course which is an academic-vocational-oriented living and learning program that emphasizes the principle of "on the job training" which is at the same time earning while doing and

learning. In this kind of program, the producer can be at the same time an end user or consumer of their products. While learning by doing in school or institution, the clientele would also enthusiastically learn the different ways of having an income or earning everyday through the livelihood projects and programs being shown and taught in order to redirect their manpower skills for community development and into a socially desirable, useful and productive citizen.

Objectives of the Course

1. Develop abilities that would be useful for income generating projects or self-employment.
2. Develop person's well-rounded personality equipped with mental, social, emotional, and spiritual expertise in order to have proper adjustment in their everyday livings and activities in the community.
3. Develop person's capability of shaping for themselves to become useful and productive as well as versatile citizens.
4. Assume the task of an intelligent, and active citizen in order to be able to help create an atmosphere favorable to the welfare of all the people in the community.

Course Description

Vocational or Occupational Skill Training. This covers and includes integration of reading, writing, computations or arithmetic, and values education in all vocational activities or gainful trainings wherein the respondents on the basis of on the job training will immediately learn and earn as well after the classes are over. The short term courses proposed are agricultural extension and farmer's training on the proper care and raising of animals, growing and planting of bananas, peanut, rice, corn, pineapples, oranges, root crops, and other agricultural products as well as the planting or growing of vegetables like pechay and cabbage in plastic or cellophane container using the carabao manure as natural fertilizer.

Other vocational or livelihood activities are training for occupational skills which includes short term courses on trade and vocational skills, homebusiness, aquabusiness, as well as the making of indigenous materials out of bamboo and other local materials in order to augment the daily needs and income of the clientele.

Mechanics of the Implementation

The class adviser assigned to tackle the different short term course should conduct a survey of the needs and interests of the clientele. After realizing and

identifying the different skills that would be of immediate needs and of great help to the out-of-school youths in the municipality; registration of interested and qualified personnel will then follow for the proper assignment of the different activities to them.

In close coordination with the West Coast Agricultural College as the pilot testing center in the municipality, the proponent intend to offer as its initial offering especially courses that are agri-based. Selected faculty members from the WCAC will be tapped to teach on agri-related studies such as proper caring and raising of animals, planting and growing of different agricultural products, etc. The participants of this initial offering will be coming from the different barangays of Pinabacdao.

The proposed development projects on program shall also serve clientele coming from Obayan Elementary School including its satellite school, the researcher is presently assigned as the New Schools Administrator or Teacher In-charge. The barangay captains shall be requested through the Municipal Mayor to nominate or recommend at least two out-of-school youths from each barangay to attend and participate in the said skills training program which they will be housed and accommodated in a training center inside the proposed five hectares of land together with their class

adviser staying and living with them from Monday to Friday of the week, in order to be able to continue monitoring and evaluating the performance and achievement of the clientele on the different occupational skill training activities or projects.

After the pilot testing of the proposed development program at the West Coast Agricultural College or in the urban barangay of the town, the said projects or program must be also extended to the hinterland barangays in order to give or allow accessibility for the clientele coming from the far away barangays, and so that they may apply immediately in their barangays whatever they would learn in the vocational skills training.

Implementation

The Internal Revenue Allotment (IRA) to the Local Government Unit or the Special Education Fund (SEF) of the Municipality of Pinabacdao may be tapped and utilized for this proposed development program in order to defray all the expenses for the establishment and maintenance of the institution as well as the salaries of the teachers who would handle and teach the different vocational or short term courses for the clientele of the study. The Municipal Council, through the Vice Mayor and Councilors will be convinced to absorb and understand the merit and advantages

of the projects or program for the out-of-school youths of Pinabacdao.

The Department of Social Services and Development as well as the Self-Employment Assistant Program (SEAP) of the government shall be tapped also to provide small rolling capital for the clientele of this project in order to be able to start and run a small business like poultry, embroidery, mushroom culture, cassava cake specialty making, basket waving, hat and mat waving, and vegetables growing, etc.

The Department of Agriculture also plays a vital role in the implementation of the program most especially on all matters related to agriculture and the proper caring and raising of animals which is one of the short term courses of the proposed development program.

The Department of Education, Culture and Sports shall be responsible for the proper screening and hiring of teachers and particularly matters on various economic activities useful in making a living as it is one of the different functions of non-formal education.

The Department of Trade and Industry may take charge of the marketing of the finished products of the clientele.

Short Term Courses

The short term courses are being proposed in order to

NATIONAL
GOVERNMENT

LOCAL
GOVERNMENT
UNIT

DEPARTMENT OF SOCIAL
SERVICES AND
DEVELOPMENT

SELF-EMPLOYMENT
ASSISTANCE
DEVELOPMENT
PROGRAM
PROGRAM

DEPARTMENT OF
AGRICULTURE

DEPARTMENT OF TRADE
AND INDUSTRY

DEPARTMENT OF EDUCATION,
CULTURE AND SPORTS

**IMPLEMENTATION OF THE
DEVELOPMENT PROGRAM**

surely augment and enhance the living conditions of the clientele or respondents of the study as a way of developing them fully into a productive versatile and useful citizens in the future. These short term courses that can uplift the quality of life of the respondents or clientele are:

1. Trade/vocational such as hollow block making, furniture making, upholstery, wood carving, welding, electricity, radio repair and making, automotive building construction, and pumpboat building;
2. Homebusiness like dressmaking and tailoring, embroidery, flower making, basket making, hat making, mat making, silkscreen painting, children apparel, curtain and cushion making, stuffed toys pattern making and manufacture, basic photography, hair trimming, styling and make up, cassava cake specialty making, bakeshop on commercial bread making, guava jelly and pineapple jam;
3. Agribusiness which includes peanut growing, vegetables growing, ornamental plants growing, bananas growing, pineapple growing, root crops growing, guava growing, corn growing, rice growing, high value fruit trees propagation, orchid propagation, mushroom culture, goat raising, broiler raising, and poultry raising; and
4. Aquabusiness such as commercial seaweeds growing, sugpo or standard shrimps raising, fish preservation, fish

culture (both fresh and salt water), and fresh water aquarium fishes raising and culture.

Monitoring Mechanism

The class adviser should monitor everyday from Monday to Friday the Occupational Skills Training of the out-of-school youths. In the initial offerings of the different short-term courses, the class adviser should also monitor what particular skills, the clientele are well interested and how many units they can finish or produce in a specific time.

If the class adviser found out that the first activity is easier for the clientele and that they have the affordability and capability to accomplish a great number of the product which is also based on the needs of the out-of-school youths, the class adviser should allow and tolerate the clientele to continue and produce more.

Likewise, if the skill is quite difficult for the clientele, the teacher or class adviser should find and introduce other strategies in such a way that it will become more interesting and understood to the clientele.

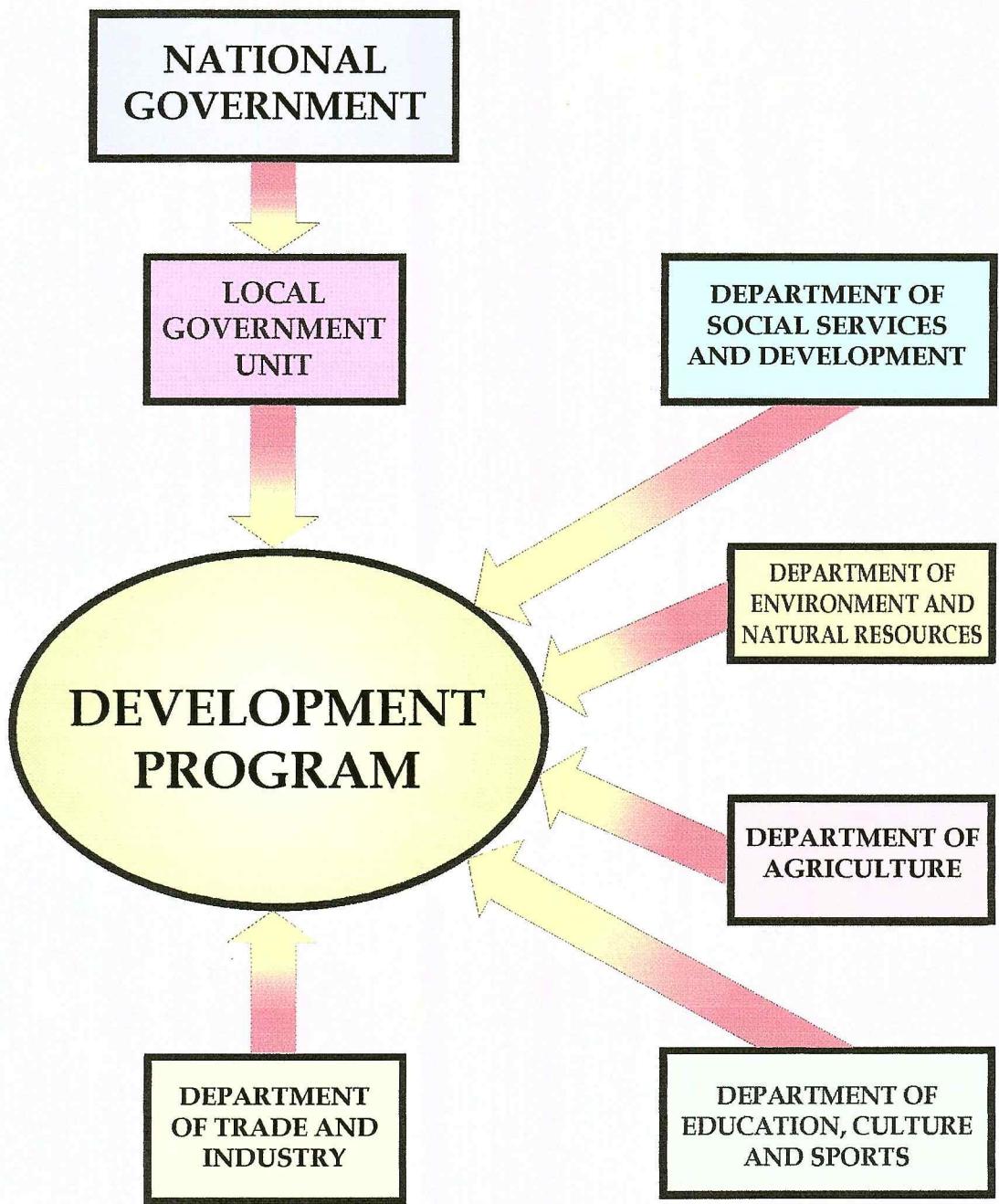


Figure 4. Showing the Implementation of the Development Program as its Network.

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APPENDICES

APPENDIX A

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

October 12, 1996

The Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

Madam:

In my enthusiastic desire to start writing my thesis proposal, I have the honor to submit in your good Office for the approval of one of the following research problems, preferably problem number one.

1. DEVELOPMENT PROGRAM FOR THE OUT-OF-SCHOOL YOUTH OF PINABACDAO, SAMAR: A PROPOSAL
2. EDUCATIONAL PROGRAM FOR THE OUT-OF-SCHOOL YOUTH OF PINABACDAO, SAMAR: A MODEL
3. CAUSES OF OUT-OF-SCHOOL YOUTH IN PINABACDAO: A PROGRAM

I hope your immediate and favorable action on this request.

Very truly yours,

(SGD.) MANGIGIN M LIWALUG
Researcher

APPROVED:

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

APPENDIX B

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

SCHOOL OF GRADUATE STUDIES

APPLICATION FOR ASSIGNMENT OF ADVISER

NAME LIWALUG MANGIGIN M.
(Surname) (First Name) (Middle Name)

CANDIDATE FOR DEGREE Master of Arts in Education

AREA OF SPECIALIZATION Administration & Supervision

TITLE OF PROPOSED THESIS/DISSERTATION DEVELOPMENT

PROGRAM FOR THE OUT-OF-SCHOOL YOUTH OF PINABACDAO,

SAMAR: A PROPOSAL

(SGD.) MANGIGIN M. LIWALUG

Applicant

BERNARDO S. OLIVA, Ph.D.

Name of Designated Adviser

APPROVED:

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

(SGD.) BERNARDO S. OLIVA, Ph.D.

Adviser

In 3 copies: 1st copy - for the Dean
2nd copy - for the Adviser
3rd copy - for the Applicant

APPENDIX C

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar
SCHOOL OF GRADUATE STUDIES

June 23, 1998

The Dean
Graduate School
Samar State Polytechnic College
Catbalogan, Samar

Madam:

I have the honor to apply for Pre/Final Oral Defense of
my Thesis/Dissertation entitled DEVELOPMENT PROGRAM
FOR THE OUT-OF-SCHOOL YOUTHS OF PINABACDAO, SAMAR:
A PROPOSAL
on the date convenient for your Office.

Very truly yours,

(SGD.) MANGIGIN M. LIWALUG
Graduate Student

Recommending Approval:

(SGD.) BERNARDO S. OLIVA, Ph.D.
Adviser

APPROVED:

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

Date: June 26, 1998
Time: 9:00 A.M.

APPENDIX D

Republic of the Philippines
Department of Education, Culture and Sports
Region VIII
Division of Samar
District of Pinabacdao-San Sebastian
Bangon Elementary School
Pinabacdao, Samar

July 1, 1998

The Schools Division Superintendent
Division of Samar
Catbalogan, Samar

Madam:

I have the honor to request permission from your good Officer to distribute and field my questionnaire on the study entitled "DEVELOPMENT PROGRAM FOR THE OUT-OF-SCHOOL YOUTHS OF PINABACDAO: A PROPOSAL" in the Municipality of Pinabacdao, District of Pinabacdao-San Sebastian, Division of Samar.

My study is of great help in improving and uplifting the quality of life of the out-of-school youths of Pinabacdao to become a productive and versatile citizens.

Thank you very much and hoping for your favorable consideration in this request.

Very truly yours,

(SGD.) MANGIGIN M. LIWALUG
EGT - 3

APPROVED:

(SGD.) JESUSITA L. ARTECHE, Ed.D.
Schools Division Superintendent
Division of Samar
Catbalogan, Samar

APPENDIX E

Republic of the Philippines
Department of Education, Culture and Sports
Region VIII
Division of Samar
District of Pinabacdao-San Sebastian
Bangon Elementary School
Pinabacdao, Samar

August 24, 1998

Mayor Arcadio L. Quijano
Municipality of Pinabacdao
Pinabacdao, Samar

Dear Mayor Quijano:

In connection with my thesis entitled "DEVELOPMENT PROGRAM FOR THE OUT-OF-SCHOOL YOUTHS OF PINABACDAO: A PROPOSAL"; I have the honor to request permission from your good office to field and distribute my questionnaire among the out-of-school and in-school youths of the Municipality of Pinabacdao.

The data that would be obtained from the respondents would be of greater value and significance in my research, as a vital requirement for the degree of Master of Arts in Education major in Administration and Supervision, which I am now finishing at the Samar State Polytechnic College in Catbalogan, Samar.

Thank you very much and hoping your favorable approval.

Very truly yours,

(SGD.) MANGIGIN M. LIWALUG
Researcher

APPROVED:

HON. ARCADIO L. QUIJANO
Municipal Mayor of the
Municipality of Pinabacdao

APPENDIX F

TARAMDAN/PAKIGHIMANGRAW
 (Para han Pinabacdao Out-of-School Youths)

Una nga Bahin

Sukna Para Han Bumaraton Mahitungod Han
 Katokod Ekonomia of Sag-od Edukasyon

Para ha imo:

Alayon pagbaton hin kinasing-kasing pinaagi hin pagpili
 han kaangayan nga letra kon ha imo kasabot it may kaangayan
 nga baton hini nga manga pakiana.

Para han kaopayan han kadam-an dako god hin duro it
 pakabulig hit imo baton ha manga magkalainlain nga pakiana.

Madamo nga salamat.

MANGIGIN M. LIWALUG
 Researcher

=====

Ngaran _____ Babae () Lalaki ()

Edad _____ Address _____
 (Baryo) (Munisipyo) (Probinsiya)

1. Mahitungod ha edukasyon ano it imo natapos?
 - (a) Grade I - II
 - (b) Grade III - IV
 - (k) Grade V - VI
 - (d) Sekundarya
 - (e) Kolehiyo

2. Pipira kamo nga magburugto ha iyo pamilya?
 - (a) Nag-uusahan nga anak
 - (b) Duha ngadto tulo
 - (k) Opat ngadto lima
 - (d) Unom ngadto pito
 - (e) Walo ngadto ha igbao

3. Ano it natapos o kina-adman han imo tatay?

- (a) Waray aram
- (b) Primarya (I-IV)
- (k) Elementarya (V-VI)
- (d) Sekundarya
- (e) Kolehiyo

4. Ano it natapos o kina-adman han imo nanay?

- (a) Waray aram
- (b) Primarya (I-IV)
- (k) Elementarya (V-VI)
- (d) Sekundarya
- (e) Kolehiyo

5. Ano it panginabuhi han imo tatay?

- (a) Waray pakabuhi
- (b) parag-oma/mangirisda
- (k) may ada iba nga kalugaringon nga pagalayon
- (d) nangangalayon ha gobyerno
- (e) nangangalayon ha pribado

6. Ano it panginabuhi han imo nanay?

- (a) Waray pakabuhi
- (b) kabulig ha balay
- (k) paragbaligya han manga utanon, duma, prutas, isda, ug karne
- (d) nangangalayon ha gobyerno
- (e) nangangalayon ha pribado

7. Hino yana it imo ino-okoyan?

- (a) hit akon manga kag-anak ug kabugtuan
- (b) hit tatay ug nanay la
- (k) hit bugto nga lalaki o babae la
- (d) hit manga kauropdan
- (e) hit manga kilala nga sangkay

8. Magpira an kada adlaw nga kita han imo tatay?

- (a) Waray kita
- (b) 10.00 - 40.00
- (k) 50.00 - 75.00
- (d) 80.00 - 110.00
- (e) 12.00 and above

9. Magpira an kada adlaw nga kita han imo nanay?

- (a) Waray kita
- (b) 10.00 - 40.00
- (k) 50.00 - 75.00
- (d) 80.00 - 110.00
- (e) 120.00 and above

10. Ano it imo eksperensya yana nga takna parte hin pangalayon ug panarabahuan o panginabuhi?

- (a) kabulig ha balay
- (b) paragbaligya han manga prutas, duma, utanon, isda, karne, dulse ug manga iba
- (k) nabulig han manga kag-anak pag-uma o pangisda
- (d) napasuhol pagtrabaho
- (e) waray pa eksperensya

11. Yana nga takna, ano it imo panginabuhi?

- (a) Waray
- (b) nabulig han manga kag-anak pag-oma o pangirisda
- (k) paragbaligya hin manga prutas, duma, utanon, isda, karne, dulse, karan-on ug manga iba
- (d) napasuhol pagtrabaho
- (e) kabulig ha balay

12. Mayada ba ha imo pahimulos ini nga imo yana pakabuhi?

- (a) Oo
- (b) waray

13. Ano it problema mo mahitungod it pamiling hit trabaho?

- (a) dire nakakabiling it trabaho
- (b) dire interesado pamiling hin trabaho
- (k) nahuhobya pagtrabaho o pamiling hin trabaho
- (d) waray nabulig pamiling hin trabaho
- (e) naawod ug madali mawaraya paglaom

14. Ano it problema mo mahitungod it pangabuhi?

- (a) dire maaram mangabuhi
- (b) dire interesado magtrabaho o mangabuhi
- (k) waray puhonan
- (d) hubya ug madali butlawon
- (e) dire maaram hain pamimiling hin trabaho

15. ano it problema mo ha iyo panimalay?

- (a) pirme nag-uusahan ha balay
- (b) pirme nag-aaway it manga kag-anak
- (k) pirme birilngon it amon kina-adlaw ng pagkaon
- (d) pirme nag-aragway it manga bugto nga lalaki
- (e) pirme nag-aragway it manga bugto nga babae

16. Ano it manga karuyagon it manga dire nangingiskuwela nga kabataan?

- (a) pag-aram nga libre nga tanan
- (b) pag-aram nga may-ada kinaadlaw nga kita
- (k) makabiling hin trabaho para makapagpadayon pag-aram

(d) makahibaro hin maupay pagbasa, pagsurat ug pag-ihap o pagkuenta
 (e) makapag-aram para makakita hin disente o maupay nga trabaho

17. Hino it karuyag mo makabulig han pangkamorayawan o kaupayan han imo pagkatawo?
 (a) manga mulokyo ha kumunidad
 (b) manga kag-anak ug kauropdan
 (k) manga kilala o suok nga sangkay
 (d) manga taga-gobyoerno nga libre nga tanan
 (e) manga taga-pribado

18. Ano it pagkakaiba hit manga karuyagon han manga nangingiskuela yana nga manga takna o dire nangingiskuela nga manga kabataan ha Pinabacdao?
 (a) naruruyag makapag-aram nga lebri nga tanan.
 (b) naruruyag nga tanan magmaopay an amon kabubwason.
 (k) naruruyag makabiling hin maopay o disente nga trabaho.
 (d) karuyag mahibaro hin maopay nga pagbasa, pagsurat, ngan pagkuwenta.
 (e) karuyag magka may-ada kita kahuman hit klase.

19. Ano it pinakahataas nga kinaadman hit imo manga kabugtuan nga lalaki o babaye?
 (a) Grade I - II
 (b) Grade III - IV
 (k) Grade V - VI
 (d) Sekundarya
 (e) Kolehiyo

20. Ano it manga programa pangkamurayawan o pang-edukasyon nga makakabulig han imo panginahanglan pang-ekonomia, edukasyon, ug Sekolohiya?
 (a) Prohektu o programa ha gobyerno nga may pahimulos largo para ha manga nag-aaram.
 (b) maopaya nga kurikulum nga may kita largo han manga nag-aaram kahuman o pagkatima han klase.
 (k) maopay nga kurikulum pangbokasyonal ha elementarya.
 (d) maopay nga kurikulum pangbokasyonal ha sekondarya.
 (e) kurikulum han manga prohektu nga may-ada pahimulos han manga nangingiskuela o dire nangingiskuela nga kabataan ha Pinabacdao.

21. Ano nga raso nga waray ka pagpadayon pag-eskuela?
 (a) waray igarasto
 (B) nabulig han manga kag-anak pangabuhi

- (k) dire interesado pag-aram
- (d) nabulig ha manga kabugtuan nga lalaki o babayi pagtrabaho
- (e) masinakitnon

Ika Duha nga Bahin

Parte Panginahanglan Saykolohikal ug Hingyap

Ginamit nga Eskala

V --- Makusog an Pag-uyon
 IV --- May Pag-uyon
 III --- May Guti-ay nga Pag-uyon
 II --- May Pagtipa
 I --- Makusog an Pagtipa

1. May ada pa ako paghigugma hit akon manga kag-anak.	V	IV	III	II	I
2. May paghigugma pa ha akon it akon manga kag-anak.	V	IV	III	II	I
3. May pagka-uropa o kamurayawan it akon manga kag-anak.	V	IV	III	II	I
4. May pagka-uropa o kamurayawan it meimbro hit akon yana pamilya.	V	IV	III	II	I
5. Maopay konta nga makakatirimo o magka-uropaa it akon manga kag-anak.	V	IV	III	II	I
6. Makuri an amon kabuhi hadto kontra yana.	V	IV	III	II	I
7. Makuri an pamiling han trabaho hadto kontra yana.	V	IV	III	II	I
8. Naruruyag ako makabiling it maopay o disente nga trabaho	V	IV	III	II	I
9. Waray ako maruyag hit amon trabaho ngadto nga manga una nga panahon.	V	IV	III	II	I
10. Makuri yana nga panahon an pamiling han trabaho.	V	IV	III	II	I

11. Naruruyag ako yana hit amon kamutangan. V IV III II I

12. Kinahanglan han tawo an may maopay nga trabaho o pakabuhi para mabuhi hin mahuyaang nga kahimtang. V IV III II I

13. Makakahibaro ako bisan ano nga maopay o disente nga trabaho para la mabuhi. V IV III II I

14. Karuyag ko mahibaro hin bisan ano nga pakabuhi basta nauyon la hiton kamurayawan dire la parte ha akon kundi para han kadam-an. V IV III II I

15. May manga tawo nga naruruyag bumulig pagpakaopay ha akon para la mahimutang hin maopay nga kamutangan. V IV III II I

16. Karuayg ko nga mabuligan ako hit manga nasasakupan han gobyerno para magmaopay an akon kabubwason. V IV III II I

17. Yana nga manga panahon may manga ta-wo nga nalulu-oy pa ha akon. V IV III II I

18. Matu-od nga maopay it kabuhi o kabubwason hit manga tawo nga may adaram o edukasyon. V IV III II I

19. Matu-od nga kon tatagan ako hin hi-gayon a panahon makakahibaro ako hin manga maopay nga pamaagi parte pagbasa, pagsurat, pag-ihap o pagkuwenta, pangbokasyonal ug manga iba pa nga panutduan para may paglalom ha manga kaorhian nga adlaw. V IV III II I

20. Matu-od nga kon tatagan ako hin hi-gayon o panahon mahibaro ako hin manga moderno o bag-o nga teknolohiya han edukasyon para magmaopay han akon kabubwason. V IV III II I

APPENDIX G

QUESTIONNAIRES FOR THE IN-SCHOOL YOUTHS OF PINABACDAO

PART I

Dealt on the Socio-Economic and Educational Needs of the Respondents

For you Respondents:

Please answer honestly the questions by selecting the letter of the correct answer.

Your responses to the different questions is of great help to the welfare of the majority of our youths.

Thank you.

MANGIGIN M. LIWALUG
Researcher

Name _____ Female () Male ()

Age _____ Address _____
(Barangay) (Municipality) (Province)

1. What is your educational attainment?
 - a) Grade I - II
 - b) Grade III - IV
 - c) Grade V - VI
 - d) High School or Secondary
 - e) College

2. How many brothers and sisters are you in the family?
 - a) only 1
 - b) 2 - 3
 - c) 4 - 5
 - d) 6 - 7
 - e) 8 and above

3. What is the educational attainment of your father?
 - a) did not study or illiterate
 - b) primary (I - IV)
 - c) intermediate (V - VI)
 - d) high school or Secondary
 - e) College

4. What is the educational attainment of your mother?
 - a) did not study or illiterate
 - b) primary (I - IV)
 - c) intermediate (V - VI)
 - d) high school or Secondary
 - e) College

5. What is the occupation of your father?
 - a) none
 - b) farmer / fisherman
 - c) self-employed
 - d) employed in the government
 - e) employed in private firm

6. What is the occupation of your mother?
 - a) none
 - b) housemaid or helper
 - c) selling vegetables, crops, fruits, fish and meats
 - d) employed in the government
 - e) employed in private firm

7. Where and who do you live now?
 - a) with the whole family
 - b) with father or mother only
 - c) with brother or sister only
 - d) with relatives
 - e) with friends

8. What is the daily income or earnings of your father?
 - a) none
 - b) 10.00 - 40.00
 - c) 50.00 - 75.00
 - d) 80.00 - 110.00
 - e) 120.00 and above

9. What is the daily income or earnings of your mother?
 - a) none
 - b) 10.00 - 40.00
 - c) 50.00 - 75.00
 - d) 80.00 - 110.00
 - e) 120.00 and above

10. What is your work experience or means of living and survival?
 - a) housemaid or helper
 - b) selling fruits, crops, vegetables, fish, meats, candies and others
 - c) working with the parents in the sea and in the farm
 - d) part timer or contractual worker
 - e) none or no experienced yet
11. What is your occupation at present?
 - a) none
 - b) helping parents in farming and fishing
 - c) selling fruits, crops, vegetables, fish, meats, candies, breads and others
 - d) part timer or contractual worker
 - e) housemaid or helper
12. Are you benefited and contented of your present occupation?
 - a) yes
 - b) no
13. What is your problem along with employment?
 - a) cannot find a job
 - b) not interested to look or find a job
 - c) lazy to work or find a job
 - d) no backer for employment
 - e) shyness, and easily discourage
14. What is your problem along with livelihood?
 - a) does not know any kind of work
 - b) not interested to work
 - c) no money as starting capital
 - d) idle and easily tired
 - e) does not know where to look a job
15. What is your problem at home?
 - a) always alone at home
 - b) parents are often quarreling
 - c) always looking for daily needs or foods
 - d) brothers are always quarreling
 - e) sisters are always quarreling
16. What are the aspirations of the in-school youths of Pinabacdao?
 - a) to study and with all expenses free
 - b) to study and with daily income or earnings
 - c) to find a job and continue studying

- d) to learn further in reading, writing and computations or arithmetic
- e) to study and be able to find a decent job

17. Who can help you achieve or attain your success?

- a) people of the community
- b) parents and relatives
- c) closed friends
- d) the government with all expenses free
- e) the private individuals or organizations

18. What is the difference of the aspirations of the in-school and out-school youths of Pinabacdao?

- a) they all likes to study free
- b) they all likes to have a bright future
- c) they all likes to find a decent job
- d) they all likes to learn further in reading, writing, computations or arithmetic
- e) they all likes to have a daily income after class

19. What is the highest educational attainment of your brothers and sisters?

- a) Grade I - II
- b) Grade III - IV
- c) Grade V - VI
- d) High School or Secondary
- e) College

20. What development or educational program can be designed and developed to meet the socio-economic, educational, as well as psychological needs of the in-school youths of Pinabacdao?

- a) program or project of the government that can benefit and attain to the needs of the learners
- b) curriculum with immediate income of the learners after the classes are over
- c) curriculum on occupational skills in the elementary
- d) curriculum on vocational skills in the secondary
- e) curriculum on income-generating projects for the in-school and out-of-school youths of Pinabacdao

PART II

Dealt on the Psychological Needs and Aspirations
of the In-School Youths

Scale Used

5 - Strongly Agree	(SA)
4 - Agree	(A)
3 - Uncertain	(U)
2 - Disagree	(D)
1 - Strongly Disagree	(SD)

1. I still love my parents.	5	4	3	2	1
2. My parents still loved me.	5	4	3	2	1
3. My parents love and understand each other.	5	4	3	2	1
4. There is harmonious relationship and unity among the members of my family.	5	4	3	2	1
5. My parents should be living together.	5	4	3	2	1
6. Our livelihood is harder before than today.	5	4	3	2	1
7. Looking for a job before is harder than today.	5	4	3	2	1
8. I like to find a decent job today.	5	4	3	2	1
9. I didn't like our job last time.	5	4	3	2	1
10. Looking for a job is so hard today.	5	4	3	2	1
11. I like my present status or lifestyle	5	4	3	2	1
12. A person needs to have a job in order to live a decent lifestyle.	5	4	3	2	1
13. I will accept any lowly kind of job as long as it is a decent job.	5	4	3	2	1

14. I am willing to learn any kind of job as long as it conform to the society's dictum or rightful living. 5 4 3 2 1

15. There are people who are willing to extend their help to me in order to augment my means of livelihood. 5 4 3 2 1

16. I need the help or assistance of the government in order to improve my living condition in the future. 5 4 3 2 1

17. There are people who still pity and care for me. 5 4 3 2 1

18. I believe that a better way to live is to have to have proper education. 5 4 3 2 1

19. I believe that if gives a chance, I can learn up-dated manipulative skills which would be useful and of great help to me in the future. 5 4 3 2 1

20. I believe that if given a chance, I will be willing to learn new or modern techniques in education in order to live and have a bright future. 5 4 3 2 1

APPENDIX H

COMPUTATION OF THE t -VALUE OF THE DIFFERENCE IN THE
 ASPIRATION AND PSYCHOLOGICAL NEEDS OF THE OUT-
 OF-SCHOOL YOUTHS AND IN-SCHOOL YOUTHS OF
 PINABACDAO AS REPORTED BY THEMSELVES

(Towards Family)

Indicator	In-School Youth	Out-of-School Youth
1	4.58	4.43
2	4.67	4.42
3	4.33	3.94
4	4.09	3.82
5	4.45	4.49
Total	22.12	21.10
Mean	4.42	4.22
S.D.	0.227	0.314
N	5	5

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(N_1 - 1) S_1^2 + (N_2 - 1) S_2^2}{(N_1 + N_2 - 2)} \left[\frac{1}{N_1} + \frac{1}{N_2} \right]}}$$

$$t = \frac{4.42 - 4.22}{\sqrt{\frac{4(0.227^2) + 4(0.314^2)}{8} \left(\frac{1}{5} + \frac{1}{5} \right)}}$$

$$t = \frac{0.20}{\sqrt{\frac{4(0.051529) + 4(0.098596)}{8} \left(\frac{2}{5} \right)}}$$

$$t = \frac{0.20}{\sqrt{\frac{0.206116 + 0.394384}{8}}}$$

$$= \frac{0.20}{\sqrt{\frac{0.6005}{8}}}$$

$$= \frac{0.20}{\sqrt{0.0750625}} (0.4)$$

$$= \frac{0.20}{\sqrt{0.030025}}$$

$$= \frac{0.20}{0.1732772} = \underline{\underline{1.154}}$$

APPENDIX I

COMPUTATION OF THE t -VALUE OF THE DIFFERENCE IN THE
 ASPIRATION AND PSYCHOLOGICAL NEEDS OF THE OUT-
 OF-SCHOOL YOUTHS AND IN-SCHOOL YOUTHS OF
 PINABACDAO AS REPORTED BY THEMSELVES

(Towards Past and Present Lives)

Indicator	In-School Youth	Out-of-School Youth
1	3.66	3.32
2	3.63	3.29
3	4.58	4.55
4	3.30	3.21
5	3.98	4.03
6	3.52	2.41
Total	22.67	20.81
Mean	3.78	3.47
S.D.	0.451	0.738
N	6	6

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(N_1 - 1) S_1^2 + (N_2 - 1) S_2^2}{(N_1 + N_2 - 2)} \left[\frac{1}{N_1} + \frac{1}{N_2} \right]}}$$

$$t = \frac{3.78 - 3.47}{\sqrt{\frac{5(0.451^2) + 5(0.738^2)}{10} \left[\frac{(1)}{(6)} + \frac{(1)}{(6)} \right]}}$$

$$t = \frac{0.31}{\sqrt{\frac{5(0.203401) + 5(0.544644)}{10} \left[\frac{(2)}{(6)} \right]}}$$

$$t = \frac{0.31}{\sqrt{\frac{1.017005 + 2.72322}{10}} (0.3333)} = \frac{0.31}{\sqrt{\frac{3.740225}{10}} (0.3333)}$$

$$= \frac{0.31}{\sqrt{0.3740225} (0.3333)} = \frac{0.31}{\sqrt{0.12467416666}}$$

$$= \frac{0.31}{0.35309} = 0.878$$

APPENDIX J

COMPUTATION OF THE t-VALUE OF THE DIFFERENCE IN THE
 ASPIRATION AND PSYCHOLOGICAL NEEDS OF THE OUT-
 OF-SCHOOL YOUTHS AND IN-SCHOOL YOUTHS OF
 PINABACDAO AS REPORTED BY THEMSELVES

(Towards Work)

Indicator	In-School Youth	Out-of-School Youth
1	4.53	4.70
2	4.36	4.20
3	4.46	4.69
Total	13.35	13.59
Mean	4.45	5.53
S.D.	0.854	0.2858
N	3	3

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(N_1 - 1) S_1^2 + (N_2 - 1) S_2^2}{(N_1 + N_2 - 2)} \left[\frac{1}{N_1} + \frac{1}{N_2} \right]}}$$

$$t = \frac{4.43 - 4.53}{\sqrt{\frac{2(0.0854^2) + 2(0.2858^2)}{4} \left(\frac{1}{3} + \frac{1}{3} \right)}}$$

$$t = \frac{-0.08}{\sqrt{\frac{2(0.00729316) + 2(0.08168164)}{4} \left(\frac{2}{3} \right)}}$$

$$t = \frac{-0.08}{\sqrt{\frac{0.01458632 + 0.16336328}{4}} (0.6667)} = \frac{-0.08}{\sqrt{\frac{0.1779456}{4}} (0.6667)}$$

$$= \frac{-0.08}{\sqrt{(0.0444874)(0.02966)}} = \frac{-0.08}{\sqrt{0.00131948}}$$

$$= \frac{-0.08}{0.036327} = 2.202$$

APPENDIX K

COMPUTATION OF THE t-VALUE OF THE DIFFERENCE IN THE
 ASPIRATION AND PSYCHOLOGICAL NEEDS OF THE OUT-
 OF-SCHOOL YOUTHS AND IN-SCHOOL YOUTHS OF
 PINABACDAO AS REPORTED BY THEMSELVES

(Towards Society and Government)

Indicator	In-School Youth	Out-of-School Youth
1	3.75	3.99
2	4.20	4.34
3	3.79	3.65
Total	11.74	11.98
Mean	3.91	3.99
S.D.	0.249	0.345
N	3	3

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(N_1 - 1) S_1^2 + (N_2 - 1) S_2^2}{(N_1 + N_2 - 2)} \left[\frac{1}{N_1} + \frac{1}{N_2} \right]}}$$

$$t = \frac{3.91 - 3.99}{\sqrt{\frac{2(0.249^2) + 2(0.345^2)}{4} \left(\frac{1}{3} + \frac{1}{3} \right)}}$$

$$t = \frac{-0.08}{\sqrt{\frac{2(0.062001) + 2(0.119025)}{4} \left(\frac{2}{3} \right)}}$$

$$t = \frac{-0.08}{0.124002 + 0.23805} = \frac{-0.08}{0.362052} = \frac{0.08}{0.362052} = \frac{0.6667}{3.62052} = 0.1844$$

$$= \frac{-0.08}{\sqrt{0.0905135} (0.6667)} = \frac{-0.08}{\sqrt{0.06603450171}}$$

$$= \frac{-0.08}{0.2456522} = -0.326$$

APPENDIX L

COMPUTATION OF THE t-VALUE OF THE DIFFERENCE IN THE
 ASPIRATION AND PSYCHOLOGICAL NEEDS OF THE OUT-
 OF-SCHOOL YOUTHS AND IN-SCHOOL YOUTHS OF
 PINABACDAO AS REPORTED BY THEMSELVES

(Towards Education)

Indicator	In-School Youth	Out-of-School Youth
1	4.62	4.57
2	4.56	4.64
3	4.43	4.33
Total	13.61	13.54
Mean	4.54	4.51
S.D.	0.0971	0.1626
N	3	3

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(N_1 - 1) S_1^2 + (N_2 - 1) S_2^2}{(N_1 + N_2 - 2)} \left[\frac{1}{N_1} + \frac{1}{N_2} \right]}}$$

$$t = \frac{4.54 - 4.51}{\sqrt{\frac{2(0.0971^2) + 2(0.1626^2)}{4} \left[\frac{1}{3} + \frac{1}{3} \right]}}$$

$$t = \frac{0.03}{\sqrt{\frac{2(0.00942841) + 2(0.02643876)}{4} \left[\frac{2}{3} \right]}}$$

$$t = \frac{0.03}{\sqrt{\frac{\sqrt{0.01885682 + 0.05287752} (2)}{4}} (3)} \quad \frac{0.03}{\sqrt{\frac{\sqrt{0.07173434} (0.6667)}{4}}}$$

$$= \frac{0.03}{\sqrt{(0.017933585 (0.6667)}} \quad = \frac{0.03}{\sqrt{0.01195572333}}$$

$$= \frac{0.03}{0.10934223032} \quad = \frac{0.274}{=====}$$

CURRICULUM VITAE

CURRICULUM VITAE

NAME : MANGIGIN M. LIWALUG
ADDRESS : Barangay 1, Pinabacao, Samar
DATE OF BIRTH : January 1, 1956
PLACE OF BIRTH : Dilimbayan, Tugaya, Lanao del Sur
PRESENT POSITION : Teacher In-charge, Teacher III
Salary Grade 12
STATION : Obayan Elementary School
Pinabacdao, Samar
CIVIL STATUS : Married
WIFE : FLOCERFIDA T. LIWALUG

EDUCATIONAL ATTAINMENT

Elementary : Sixth Grade Graduate
Valedictorian
Lumbayao Elementary School
Balindog, Lanao del Sur
1966 - 1967

Secondary : High School Graduate
Valedictorian
Mindanao State University
Tugaya Branch
Tugaya, Lanao del Sur
1970 - 1971

Collegiate : Commerce Graduate (B.S.B.A.)
University of San Carlos
Cebu City
1985 - 1986

Earned 36 Units in Elementary
Education
Samar College. Catbalogan, Samar
1989 - 1990

Graduate Studies : Samar State Polytechnic College
Catbalogan, Samar

Curriculum Pursued : Master of Arts in Education
Major, Administration and
Supervision

CIVIL SERVICE ELIGIBILITY

Professional Teacher's Eligibility, Presidential Decree No. 1006.

CERTIFICATES OF RECOGNITIONS/DISTINCTIONS/ POSITIONS HELD

Field Manager	Universal Enterprises Cebu City, 1983-1984
District Manager.	BRM International Corp. Cebu City, 1984-1986
Director	Parent and Teachers Asso. Bangon Elementary School 1992 - 1993
Vice President.	Pinabacdao Public School Teachers' Association 1994 - 1996

TEACHING EXPERIENCES

High School Teacher	Pacasum College	1978-1983
College Instructor	Pacasum College	1986-1989
Elementary Grades Teacher 1 .	Bangon Elementary School	
	1992-1993	
Elementary Grade Teacher 3. .	Bangon Elementary School	
	1994 to July 14, 1999	

Teacher In-charge Obayan Elementary School
July 15, 1999 to date

IN-SERVICE TRAINING/SEMINARS ATTENDED

RE-ECHO Seminar on MAPE	January 29-30, 1992
Basic Scout Training on Troop Leaders	September 4-6, 1992
RE-ECHO Seminar on EPP	February 1992
Seminar on Speech and Personality Development	February 18, 1993
Seminar on Time on Task in English and Science	April 28, 1994
Seminar on Time on Task in G.M.R.C., Filipino & HEKASI	April 29, 1994
Kalidad ng Pagtuturo sa Filipino	January 28, 1994
RREPES Training for Teachers & Administrators	August 1-2, 1994
Seminars on Strategies, Teaching Reading	October 16-18, 1995
Division-District Based Training of Teachers	June 16-17, 1994
Training on English, Science, and Mathematics	September 2-7, 1996
District Training in Physical Education	December 4-5, 1997
RE-ECHO Seminar on National Culture of Excellence	January 22-23, 1998
RE-ECHO Seminar on National Drug Education Program	January 29-30, 1998

Management of Learning Development Seminar April 29-May 1, 1999

Instructional Leadership Development Seminar May 3 - 5, 1999

Instructional Management Skills Development Seminar May 29-31, 1999

Regional Division-Based Seminar-Workshop on Science Content and Development Instructional Leadership September 23-24, 1999

Division Seminar-Workshop on the "Prevention Education Against Child Sexual Abuse" at the BSP Building, Catbalogan, Samar . . . December 2-4, 1999

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