

**LIVED EXPERIENCES OF ELEMENTARY STUDENTS
ENGAGED IN CHILD LABOR ACTIVITIES**

A Thesis

Presented to

The Faculty of the College of Graduate Studies

Samar State University

Catbalogan City, Samar

In Partial Fulfillment

of the Requirements for the Degree

Masters of Arts in Education (MAEd)

Major in Elementary Education

JOANNA H. VILA

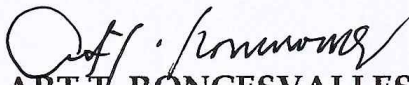
May 2019

APPROVAL SHEET

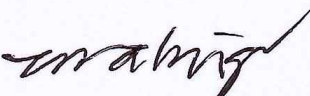
In Partial fulfilment of the requirements for the degree, **MASTER OF ARTS IN EDUCATION** major in **ELEMENTARY EDUCATION**, this thesis entitled "**LIVED EXPERIENCES OF ELEMENTARY STUDENTS ENGAGED IN CHILD-LABOR ACTIVITIES**" has been prepared and submitted by **JOANNA H. VILA**, who having passed the comprehensive examination is hereby recommended for oral examination.

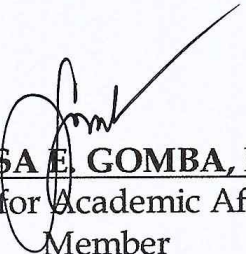
May 15, 2019

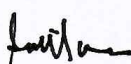
Date


ART T. RONCESVALLES
Adviser

Approved by the Committee on Oral Examination on May 15, 2019 with a rating of **PASSED**.


ESTEBAN A. MALINDOG, JR., Ph.D.
Dean, College of Graduate Studies
Chairman


FELISA E. GOMBA, Ph.D.
VP for Academic Affairs
Member


MAE V. CAÑAL
Head, Guidance Services
Member


RONALD L. ORALE, Ph.D.
VP for Research, Development and Extension Services
Member

Accepted and approved in partial fulfilment of the requirements for the degree, **MASTER OF ARTS IN EDUCATION** major in **ELEMENTARY EDUCATION**.

May 15, 2019

Date


ESTEBAN A. MALINDOG, JR., Ph.D.
Dean, College of Graduate Studies

ACKNOWLEDGMENTS

The Researcher wishes to extend her heartfelt appreciation and sincere gratitude to all those who in one way or another, constantly assisted and helped her in making this study possible.

To Professor Art T. Roncesvalles, for his patience, professional assistance, understanding, and enthusiasm in sharing with the researcher his knowledge and expertise rendered as an adviser.

To the committee on oral examination chaired by Dr. Esteban A. Malindog, Jr., Professor Mae V. Cañal, Dr. Felisa E. Gomba, and Dr. Ronald L. Orale, for their brilliant comments and suggestions for the improvement of the thesis.

To Professor Jhonil C. Bajado, for sharing his knowledge to the researcher in constructing the study.

To the staff of the College of Graduate Studies for being approachable every time the researcher has queries.

To the School Head of Malino Elementary School, Dr. Marvin G. Añonuevo, for his understanding and kind consideration to the researcher and for granting her the permission to conduct the study.

A special thanks to the Almighty God for giving the researcher an opportunity to finish the study and for giving her courage to face all the hindrances she encountered in making the research.

Likewise, love, moral support, and encouragement coming from my family, boyfriend, relatives and friends are so much appreciated.

THANK YOU SO MUCH TO ALL OF YOU.

DEDICATION

This research is humbly dedicated to all my inspiration in life.

To my sisters, Melanie H. Vila and Michiel H. Vila, for their unconditional love.

To my loved one, Gino G. Villanueva, who always cheers me up no matter what happen and who always believes in my capabilities.

To my uncles, aunts, cousins and friends who serve as my source of moral support from the very beginning of my journey.

This is all for you.

-Joanna-

ABSTRACT

This study intended to document the lived experiences of the elementary students in Malino Elementary School who are engaged in child labor activities. This study employed a mixed method design: quantitative and qualitative methods. Majority of the participants were in Grade 6 with 11 or 39.29 percent and Grade 3 had the lowest number of participants which was 2 or 7.14 percent. The average mean for the academic performance of the participants was 83.9 interpreted as Satisfactory with only 1.1 pont away to get a Very Satisfactory rating. All of the 28 participants were engaged in the same nature of work, which was being a “kargador” in their barangay. Students’ work as kargador was further classified as Personal and Social Labor activity. Students believed that it is one of their duties to help augment income for their basic needs including financing their education. Child labor activity in the community continue to exist because of the following: (1) it is considered to be a positive trait of their parts; (2) there is a demand for service by the entrepreneurs in the community; (3) students enjoy the financial and non-financial benefit of child labor; and (40 students are encouraged to join through peer influence. For the recommendation, educate parents about the rights of the children which include provisions against child labor.

TABLE OF CONTENTS

	Page
TITLE PAGE	i
APPROVAL SHEET	ii
ACKNOWLEDGMENT	iii
DEDICATION	v
ABSTRACT	vi
TABLE OF CONTENTS	vii
 Chapter	
1 THE PROBLEM AND ITS SETTING	1
Introduction	1
Statement of the Problem	4
Theoretical Framework	5
Conceptual Framework	7
Significance of the Study	10
Scope and Delimitation	11
Definition of Terms	11
2 REVIEW OF RELATED LITERATURE AND STUDIES	13
Related Literature	13
Related Studies	16
3 METHODOLOGY	20
Research Design	20
Instrumentation	20
Validation of Instrument	21

Sampling Procedure	22
Data Gathering Procedure	22
Statistical Treatment	25
4 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	26
Profile of the Participants	26
Academic Performance	29
Lived Experiences of the Students Engaged in Child Labor Activities	31
Form/s of Child-Labor Activities they Engage with	31
Frequency and Length of Engagement and Amount of Income	32
Reasons of Engagement	34
Exhaustive Discussion	38
5 SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION	46
Summary of Findings	46
Conclusions	48
Recommendations	48
BIBLIOGRAPHY	50
APPENDICES	54
CURRICULUM VITAE	59
LIST OF TABLES	62
LIST OF FIGURES	64

Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

Today, one of the main problems next to poverty and which is highly connected to it is child labor. International Program on the Elimination of Child Labor (IPEC) Governance and Tripartism Department, as of 2013, stated that “global number of children in child labor has declined by one third since 2000, from 246 million to 168 million children. More than half of them, 85 million are in hazardous work. Asia and the Pacific still have the largest number of almost 78 million or 9.3% of child population. Although it is a good sign of addressing child labor, it is also a great responsibility for the Philippines since it is located in Asia. Department of Labor and Employment records show that there are more than 2 million child workers, 1.4 million are boys and majority of them are working in the agriculture sector followed by the service sector (The Manila Times, 2016).

According to International Labour Organization-IPEC (2007), there are various forms of child labor that are reflected unconditionally harmful to the child: prostitution, forced labor, military, drug trafficking, and other “hazardous” work, defined as “work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children” and is prevalent in most of developing countries (Edmonds, 2008). As estimated by the ILO (1996),

more than 13% of children aged 10-14 are involved in child labor; the greatest number of child laborers are in Asia, with 44,600,000 children employed (Rickey, 2009).

The occurrence of child labor in the Philippines has been affirmed by several studies and reports such as the Bureau of Labor and Employment Statistics (BLES) and the National Statistics Coordination Board (NSCB). Some of these reports actually define the relationships among poverty, prevalence of child labor, and the number of working children not attending school in several communities throughout the country (Fernandez & Abocejo, 2014).

The Human Rights Watch (HRW) Report studied just one of the many sectors that employ child labor in the Philippines. In 2011, the Philippine Statistics Authority (PSA) reported that there were 2.1 million children in the Philippines engaged in child labor and that two million – approximately ninety-five percent – of those children were involved in hazardous labor (PSA, 2015).

ILO (2014) defined child labor as the work condition where children are forced to work and early leave school depriving their opportunity to get formal education, or when children are required to combine schooling and working at the same time. Accordingly, Fernandez and Abucejo (2014) mentioned that child labor happens when children are wide-open to mental, physical, social, and moral harm and danger.

Furthermore, The Himalayans Times (2012) defined child labor as “underaged children working for money or food or for any other basic needs”.

There are thousands of children who work as labor in factories, construction sites and homes. This is a problem that the government and the people need to deal immediately. It is a work that harms children or keeps them from attending school. Around the world and in the U. S., growing gaps between rich and poor in recent decades have forced millions of young children out of school and into work. The ILO estimates that 215 million children between the ages of 5 and 17 currently work under conditions that are considered illegal, hazardous, or extremely exploitative. Also, Convention on the Rights of the Child, Article 32, defines "child labor as a work performed by a child that is too likely to interfere with his or her education or to be harmful to their health or physical, mental, spiritual, moral, or social development".

In the study of Cardoso and Casioño (2015), they have emphasized that child labor is prevalent mostly in the developing countries which is associated, in fact, and an indicator of poverty and lack of opportunity.

There are economists who debate that some light, non-hazardous work can help the child since it provides labor market experience and sometimes much-needed income for poverty-stricken families. Rickey (2009) explains, however, that child work must be eradicated. The potential assistance for the child depends largely on the nature of child labor, whether it is voluntary, the number of hours a week they work, and the extent to which work interferes with schooling.

One major reason for people sending their children to work is poverty and financial difficulties. Most of the poor people are uneducated so they are not aware

of science and technologies. They are still wrapped in superstition and false beliefs. Day by day, population is rapidly growing and there are unlimited demands of people over the limited opportunities which can also be taken as the reason of child labor (The Himalayans Times, 2012).

According to Chanda (2014), child labor has a great negative impact in education in the sense that it hinders the better future of the child. It lowers their school attendance because they cannot perform well due to overwork and they cannot concentrate well because their time is being divided as well to their work. The right to education is the key to enjoy the other rights and, therefore, if children are denied of the right to education, it means they are deprived of other rights, too.

With this prevalence of child labor, however, there is a scanty, if there is any, which specifically focuses on the lived experiences of the workers themselves, but more on the variables that look in their characteristics, rather than the perspective of the laborers themselves.

Hence, this study aimed to document lived experiences of elementary students engaged in child-labor activities in Malino Elementary School.

Statement of the Problem

This study intended to document the lived experiences of the elementary students in Malino Elementary School who are engaged in child labor activities.

More specifically, the study sought to answer the following questions:

1. What is the profile of the participants in terms of the following:

- 1.1. Age and Sex;
- 1.2. Grade Level;
- 1.3. Parents' Occupation?
2. What is the academic performance of the participants in terms of their general weighted average in the latest school year?
3. What are the Lived-Experiences of the participants who are engaged with child labor activities, in terms of:
 - 3.1. Forms of Child Labor activities they engage with;
 - 3.2. Frequency and length of engagement;
 - 3.3. Reasons of engagement;
 - 3.4. Push factor of engagement?
 - 3.5. Attitude toward child labor activity; and
 - 3.6. Attitude toward schooling/studies?

Theoretical Framework

This study is primarily based on Maslow's Hierarchy of Needs. This five-stage model can be divided into deficiency needs and growth needs. The first four levels are often referred to as deficiency needs (D-needs), and the top level is known as growth or being needs (B-needs).

Deficiency needs arise due to deprivation and are said to motivate people when they are unmet. Also, the motivation to fulfill such needs will become

stronger the longer the duration they are denied. For example, the longer a person goes without food, the more hungry he/she will become.

Maslow (1943) initially stated that individuals must satisfy lower level deficit needs before progressing on to meet higher level growth needs. However, he later clarified that satisfaction of a need is not an "all-or-none" phenomenon, admitting that his earlier statements may have given "the false impression that a need must be satisfied 100 percent before the next need emerges".

When a deficit need has been 'more or less' satisfied, it will go away, and our activities become habitually directed toward meeting the next set of needs that we have yet to satisfy. These, then, become our salient needs. However, growth needs continue to be felt and may even become stronger once they have been engaged.

The above-mentioned theory is associated to the recent study in the manner that children who are working as "kargador" in Malino Elementary School merely focus on earning money to provide their primary needs which give comfort to the body, such as food, clothing, shelter, and some other material needs. This encourages them not to attend to their regular classes for the sake of earning money through engaging such activity which help to provide their basic needs in life.

In the context of fifth stage of Erik Erikson's Theory of Psychosocial Development which is "identity vs. role confusion", which occurs during adolescence, from about 12-18 years, adolescents search for a sense of self and

personal identity, through an intense exploration of personal values, beliefs, and goals. This is a major stage of development where the child has to learn the roles he will occupy as an adult. It is during this stage that the adolescent will re-examine his identity and try to find out exactly who he is. Erikson suggests that two identities are involved: the sexual and the occupational. In response to role confusion or identity crisis, an adolescent may begin to experiment with different lifestyles (e.g. work, education or political activities).

Based on the aforementioned theory, it provides insights for why children may choose to work as “kargador” for they start to experiment with different lifestyles specifically work activity, and they begin to learn their role as an adult which is to help augment family income through engaging such activity.

These theories served as the foundation as to the context of the data gathered by the researcher relative to the lived experiences of the elementary students engaged in child labor activities.

Conceptual Framework

Figure 1 displays the conceptual framework of the study which stands as the backbone of the study. Shown in the figure is a complete structure in the conduct of the study, the concept and how it was conducted, and the overall methodology.

The participants of the study are shown in the bottom box of the structure which pertains to elementary students who engaged to child labor activities as

well as the research environment. After which, the bottom box is connected to 2nd lift upper box which describes the data gathering through a baseline survey. After the data gathering, the researcher will perform a Husserlian Analysis of Data, as shown in the bigger box connected to the baselining. Inside the Husserlian Analysis box are a box and figures relating to the analyses to be performed, namely: the profile variates of the participants, the encoding of responses, the formulation of meanings based on the encoded significant responses, and the making of the theme.

Meanwhile, after the analysis, conclusion and recommendatory notes are formulated which are visibly seen in the framework, thereby leading Meanwhile, after the analysis, conclusion and recommendatory notes will be formulated this can be visibly seen in the framework, thereby leading hopefully into addressing the concern of child labor in the locale and also in other localities.

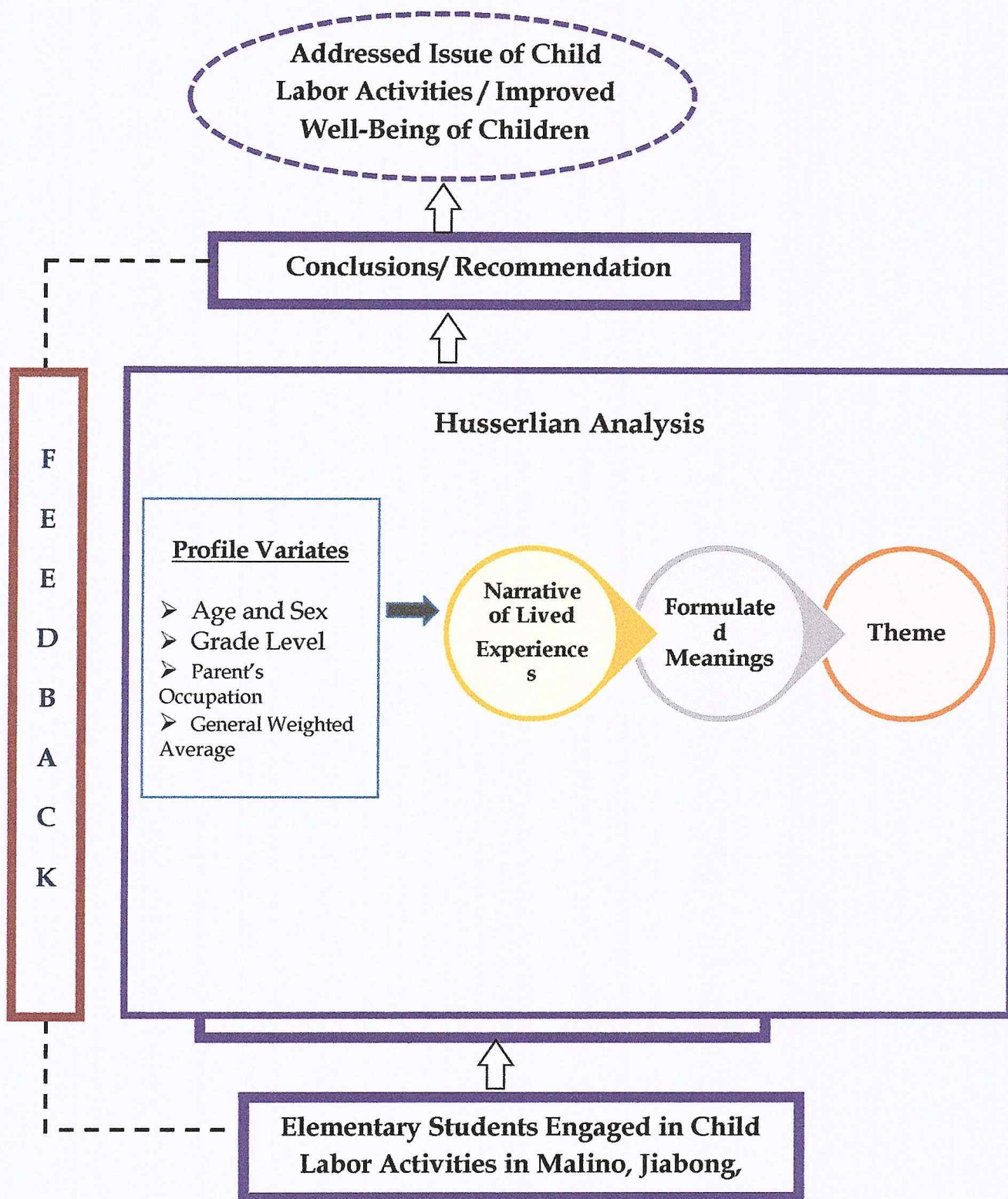


Figure 1. Conceptual Framework of the Study

The result of the study will be shared to the participants where conclusions and recommendations may be forwarded by the researcher.

Significance of the Study

This study is deemed important to the following groups:

Elementary Students. Students would benefit in this study in terms of understanding the greater outlook of the child-labor phenomenon. Also, this will be helpful in inspiring to end child labor and give importance to education for their better future.

Parents. This study will be a big help to the parents in cultivating and encouraging their children not to work and give their full attention in studying.

Teachers. To the teachers, especially in the elementary level, this will be an eye opener to undertake extension of classes and to conduct remedial instruction.

Officials of the Local Government Units. The benefits that may be derived from the outcome of this study will certainly contribute to the sublime task of the nation building along with the promotion of education and acknowledgement of the role of youth in nation building.

Future Researchers. Other researchers will also benefit from the results of the study in terms of inputs to their own researches, thereby, encouraging them to venture into innovations and creations, as well as other variables necessary in understanding a holistic picture of this phenomenon.

Scope and Delimitation

This study essentially documented the lived experiences of the elementary students who are engaged in child labor activities in Malino Elementary School. The study was conducted during the fourth quarter of the school year 2018-2019.

Definition of Terms

Child Labor. Child labor arises when children are open to mental, physical, social and moral harm and danger, ILO (2007) In this study, this refers to “paghurnal”, as an act of children’s activity.

Child Laborer. The one who is engaged in child labor. In this study, this refers to the participant of the study.

Elementary Students. The term refers to the students who are enrolled in elementary level. In this study, these are the participants of the study who are engaged in child labor activities.

Perceived Need for Income. This term is defined by what people think about their needs for wages. In this study, it denotes as the beliefs of the participants that they have the responsibility to duty-bound share the burden of their parents, especially in augmenting the income of the family.

Family Expectations of Children. This refers to the anticipations of children’s family. In this study, it talks about the participants’ thinking that they are anticipated to perform activities as children of their parents.

Educational Aspirations. This refers to predicting academic achievement and may be seen as an element in academic achievement motivation, focusing as they do on the desire for success and the development of academic objectives to succeed in education, particular educational fields or to gain a particular degree. In this study, it pertains that students' giving value to their studies and engaging in child labor activities equip them to attend the needs of school.

Socialization and Peer Influence. It is the direct influence on a person or the effect on an individual who gets encouraged to follow his/her peers by changing his/her attitudes, values or behaviors to follow the influencing group or individual. In this study, it is the initial phase for engagement into child labor activities.

Community Opportunities for Children's Work. It is an occasion or situation that makes it possible to do something that you want to do or have to do, or the possibility of doing something. In this study, it refers to the students' opportunities to help initially, but are rewarded with small amount of money afterwards.

Favorable Outlook of Working Children. It refers to the positive attitude of child laborers. In this study, it refers to the statement of the parents that what the participants are doing is good.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This part discusses the significant literatures and studies that had been surveyed and reviewed by the researcher to have a better understanding and insights in conducting this study.

Related Literature

Many studies have been conducted about child labor and its relationship to poverty. In fact, as early as 1998, a study of child labor in India determines that there is no clear association between poverty and child labor (Bhatty, 1998).

Accordingly, Tesfay (2013) posits that in the developing world, many families are concerned with consumption risks. The condition of the environment poses threats such as drought and flooding, property risks, the possibility of unemployment and illness, and other sources of risk that can threaten a household's normal consumption stream. In the absence of efficient insurance markets, alternative sources of risk coping mechanisms, such as child labor income become valuable.

According to Behrman and Knowles (2009) although child labor and schooling are not commonly exclusive, and are, in fact, frequently done together, it is remarkable to reflect whether the effect of poverty on schooling is any stronger than the effect of poverty on child labor. Moreover, survey estimates of income elasticity for a range of indicators of educational enrollment and attainment for the US and a number of developing

countries. The median elasticity of 0.07 is small, though somewhat larger estimates of about 0.20 are observed for lower income regions. Behrman and Knowles owned analysis of five indicators of schooling in Vietnam in 1996. They discovered higher income elasticity than the previous literature.

According to Bhalotra and Tzannatos (2003), this is at least partly on account of Behrman and Knowles' more careful attention to the choice of indicators and the specification of the equation.

Ray (2000) discovered no significant income effect on child schooling in Peru, nor did Ilahi (2001) for boys in Peru or Ersado (2005) for urban children in Nepal, Peru, and Zimbabwe.

Patrinos and Psacharopoulos (2005) did not find monthly family income to be a significant determinant of years of school attainment in Paraguay, but did find a positive association with school enrollment.

A destructive effect of income on child schooling was found by Patrinos and Psacharopoulos (2007) in Peru. Generally, though, it seemed that income had a bigger effect on schooling than on child labor. In fact, higher income could lead to more schooling even in regions where higher income led to more child labor. For example, Bhalotra and Heady (2003) found that in Ghana and Pakistan income has a significantly effect on schooling attendance even though larger farm size leads to richer households employing more child labor.

In Samar, Cardoso and Casiño (2015) explored the relationships among child labor practices (domestic, fishing/farming, scavenging, and street vending), nutritional status,

and academic performance of in-school child laborers in the Province of Samar. Their study concluded that “children who spent more labor hours in street vending derived more income from child labor, had low scores in an attitude toward schooling scale, and had low academic performance. Children who spent more labor hours in domestic activities had better nutritional status and better academic performance.”

In the study of Moyi (2011), it points out that most of the children who work and attend school may be at a disadvantage because this constitutes educational inequality; learners who combine schooling and work are those who do not.

The growing body of literature regarding the relationship between child labor and children’s education has confirmed mostly a negative effect on school examination performance, although different measures of education enrolment, attendance (days absent, lateness to school), grade repetition, years of schooling attained, and reading competence have been used. Thus, scholars have consistently noted a trade-off between child labor and human capital measures.

The universal consensus is that child labor has a detrimental effect on children’s education. For instance, children’s time use has been found to have significantly reduced school attendance, and consequently reduced children’s educational attainment (Beegle, Boozer & Suri, 2009).

Based on the above-mentioned literatures by different authors, the researcher believed that when children are working, there is a great possibility that they will get failing grade because their attention is being subdivided. They tend to spend so much

time in working than studying. Thus, parents play a vital role in reassuring them not to work at their young ages to ensure good future.

Related Studies

In the Philippines, there are studies about child labor but most of them focus on the economic measure and the quantitative effect of it in learner's studies.

Cabrales (2012) conducted a study and revealed that children were actively involved in domestic and hazardous-related jobs as means to sustain their families' socio-economic survival. Also, his study revealed that the condition of child laborers in the city of Catbalogan has worsened in the past six years as shown in the younger average age of the respondents, as well as the reducing income earned from child labor. One of the major probable reasons cited is the dwindling catch from fishing in Samar.

The typical child laborer is a male of 14 years, underweight, a 3rd child of a family of eight, a Roman Catholic, and earns an average monthly income of P844.63 by working during daytime, or sometimes at night for seven hours without parental supervision. The child has an elementary level of education with average scholastic rating. His parents have attained elementary level of education as well, with a father engaged in fishing and a mother as housekeeper. Their family income can hardly provide for even the basic needs of their family.

This study focuses on the relationship of poverty, child labor and the child. This, however, did not get the perspective of the child laborers themselves.

The study of Cardoso (2015) explored the relationships among child labor practices (domestic, fishing/farming, scavenging, and street vending), nutritional status, and academic performance of in-school child laborers in the Province of Samar. Results showed that children who spent more labor hours in street vending derived more income from child labor, had low scores in an attitude toward schooling scale, and had low academic performance. Children who spent more labor hours in domestic activities had better nutritional status and better academic performance. Further investigation along study habits, eating practices, and academic performance of child laborers engaged in the different types of child labor might generate useful findings for possible intervention programs.

While this study has been helpful in giving an overview of the situation in a city in Samar, the coverage of the respondents was merely from the city. This did not measure the lived experiences of the child laborers themselves.

A study conducted by Omega (2012) in his master's thesis resulted that majority of the pupil-respondents being involved in domestic chores affected their academic performance. The study also found out that majority of the pupil-respondents were involved in home chores and this caused pupils absenteeism from school.

The study of Omega showed similarity to the present study since both studies were into the students who are engaged in child labor activities. The point of difference of both studies is that, the study of Omega focused only on the pupils' performance of primary education, while the recent study focused on the lived experiences of the students engaged in child labor activities.

Abraka (2010) found out in his study that 22% of student's academic performance was influenced by attending classes in secondary schools. He therefore identified that increase in attendance would also increase the academic performance of students. This study revealed as significant in the conduct of the present study in terms of the academic performance of the participants.

Another similar study was by Mathias and David (2010), They observed that the effects of child labor on the child's academics include below average score in examinations, repeating classes, loss of educational opportunities, lack of concentration and absence from class, and this was related to the present study because it also focused on the academic performance of the child labor students.

Further, Roschanski (2009) found out in his study that school-going children performed daily tasks which included fetching water, collecting firewood, tending to cattle, cleaning and sweeping, food preparation, looking after younger siblings, and guarding the house during the absence of parents. These tasks did not stand in the way of enrolment as such, but did lead to irregular school attendance.

In the study of Gonzales (2016) on "Prevalence of Child Labor in Old Mahayag Elementary School" it revealed as significant in the conduct of the present study in terms on the academic performance of the elementary students who are into child labor because Gonzales (2016) also employed the student-respondents' profile such as age, sex, grade level, parents educational attainment and parents occupation.

According to Togunde (2009) in his study, it showed that a significant proportion of working children attend school less frequently or irregularly. On the average, working

children tend to be absent from school for about two days in a week. In addition, Togunde's study also pointed out that child labor is a cogent reason for children's lateness to school because a large majority of children are compelled by their parents to work or "hawk businesses" in the morning before going to school. For instance, children's time use has been found to have significantly reduced school attendance, and consequently reduced children's educational attainment (Beegleer, Boozer & Suda 2012).

Buchmann (2009) stressed that child labor did not significantly impede school enrolment or attendance because children could combine both working and schooling, simultaneously. However, she did not rule out the possibility that child labor could hinder children's school academic performance.

Rosati and Rossi (2011) explored the effect of child labor on school attendance and the effects of hours worked on school performance. They found that hours worked also affected retention rates in the same way, the authors found that an additional hour worked significantly increased the probability of grade repetition, and even an hour of work per day increases the probability of failing at school. This study had similarity on the current study since both studies discussed lived experiences of the students.

From the studies above which dealt on performance of the students, the researcher believed that it is essential that efforts are made to encourage children not to engage in child labor, most especially, the elementary students.

Chapter 3

METHODOLOGY

This chapter presents the procedures which were utilized in the quantitative and qualitative analyses of this study.

Research Design

This study employed a mixed method design: quantitative and qualitative methods. For quantitative, the researcher used the descriptive method to explain the profile of the participants in terms of their age, sex, grade level, parents' occupation and their academic performance. For qualitative, the study employed a survey research design implemented through one-on-one interviews with the identified participants. It utilized the Husserlian descriptive phenomenology approach which qualitatively explored the lived experiences of the children involved in child labor.

Instrumentation

The research instrument utilized in this study was a semi-structured interview guide made by the researcher.

Interview Guide. The researcher used an interview guide as the research instrument in gathering the data. It contained three parts.

Part I of the interview guide asked the participants regarding their profile in terms of their age, sex, grade level, parents' occupation and academic performance.

Part II contained the child labor activity of the participants in terms of forms of child labor activity, frequency and length of engagement, reasons of engagement and push factor/s of engagement.

Part III contained the participants' behavioral profile in terms of attitude toward their engagement to child labor activity and attitude toward their Schooling/studies.

Validation of Instrument

Since the researcher used a semi-structured interview guide as the main instrument, the questions were validated by the researcher's adviser and the panel members in the discipline whom the researcher consulted to ensure content validity and reliability of the items. The questions were directed to the identified participants. In cases where substantial information was overlooked vis-a-vis lived experiences, follow-up questions were set-up in open-ended form. Before the interview was conducted, informed consent was solicited from the parents, through a Parents' Consent Form of prospected participants; hence, a formal letter was signed prior to the interview. In addition, the researcher used direct observation and field notes to augment data collection.

Sampling Procedure

The participants of this study were Grade 3 – Grade 6 students of Malino Elementary School, Brgy. Malino, Jiabong, Samar. Since participants were identified, the researcher used the total enumeration.

Data Gathering Procedure

The researcher strictly applied three ethical principles in its data gathering procedure, namely: [1] self-determination - each individual who signed the Informed Consent through their respective parents, was freely allowed to decide participation or non-participation from the study; [2] confidentiality of data by allowing each participant to choose the venue for the interview; by using code names and by keeping the responses in notes and transcriptions and, thereafter, collating data immediately after finishing an interview, then by keeping the resources in a locked cabinet of the researcher who solely conducted the data collection process to ascertain no leakage of information; and [3] veracity of information through verification and validation of responses during the actual conduct of data collection.

The same was sought from each participant as informed consent. Once interview schedules were set, the researcher conducted a face-to-face interview with identified participants. Answers to the guide questions were audio-taped and recorded. Observations of expression of feelings, gestures, verbal and nonverbal, were noted.

Bracketing. The researcher used bracketing in order to avoid undesirable consequences of preconceived ideas which might impair the entire research endeavor. This method allowed the researcher to detach herself from any pre-determined ideas during the progress of the study until its completion and maintained unbiased attitude of the whole research process, results and outcomes. The researcher began by writing a reflective journal prior to defining the research questions. Included in the journal were the preconceptions about the research questions and the assumed impact of the study to herself as an individual and not as a researcher. The researcher also conducted a self-awareness session to formally check or update her current awareness in order to avoid biases to the study. The researcher did this bracketing prior to the data gathering to filter out undesirable biases during the interview with the participants.

Data Analysis. Colaizzi approach was used in the analysis of the gathered narratives. The method outlined by Shosha (2013) was followed. This was consist of: (1) transcription of the narratives of each informant every after interview; (2) after reviewing the transcripts, significant statements were noted and extracted and were written on a separate sheet keeping in mind its specific pages and lines; (3) meanings were generated from these extracted statements; (4) the meanings were categorized into clusters and themes; (5) the categorized themes were used to describe the children's experiences; (6) findings were polished through which redundant, misused or overestimated descriptions were eradicated from the overall structure; and (7) any outcomes and newly acquired data were returned to

the informants for validation and were integrated into the final findings (Sanders, 2003; Speziale & Carpenter, 2007). The Colaizzi method of analysis is described in Figure 2.

The participants were informed about the results derived from the study through a Focus Group Discussion (FGD) to validate the information which they provided as truthful description of their lived experiences.

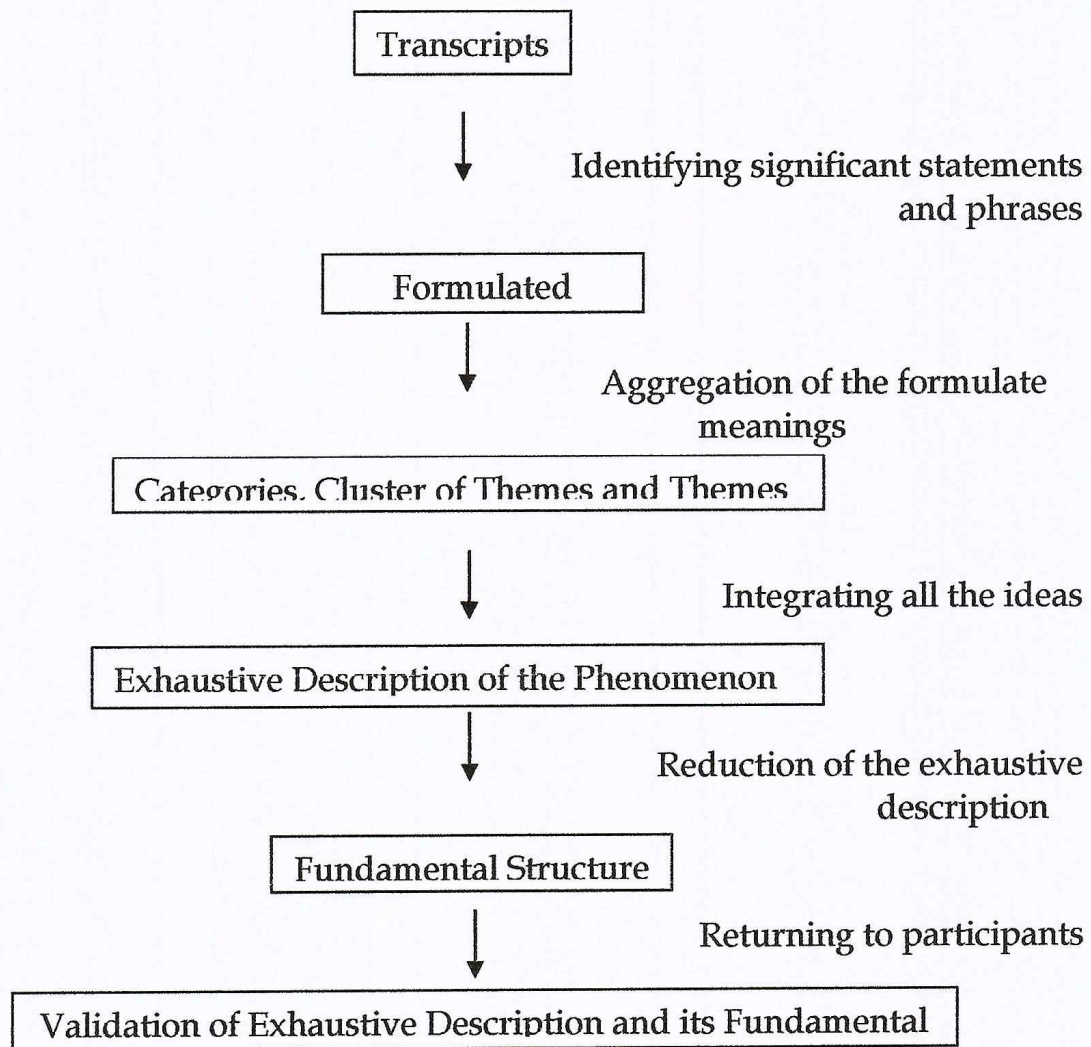


Figure 2. Colaizzi Method of Analysis

Statistical Treatment of Data

Frequency Count. This descriptive statistical tool was used to present the data such as age, sex, grade level, parents' occupation and academic performance

Mean. This statistical tool was used to calculate the average where the measure was applicable to participants' age, sex and academic performance.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the collected data, the analysis undertaken, as well as the interpretations made by the researcher. It includes the profile of the respondents as to the age, sex, grade level and parents' occupation. This also includes the qualitative interpretation and discussion of data gathered.

Profile of the Participants

Age and Sex. Table 1 shows the distribution of the participants' age and sex.

Table 1

Age and Sex of the Participants

Age (in years)	Sex				Total	Percentage
	Male		Female			
	f	%	f	%		
9	1	6.25	1	8.33	2	7.14
10	4	25	2	16.67	6	21.43
11	4	25	3	25	7	25
12	2	12.5	3	25	5	17.86
13	5	31.25	3	25	8	28.57
Total	16	100.00	12	100.00	28	100.00
Mean	11.38	-	11.42	-	11.4	-

As seen in the Table 1, the youngest participants are 9 years old consisting of 1 or 6.25 percent male and 1 or 8.33 percent female. The oldest is 13 years old comprising 5 or 31.25 percent males and 3 or 25 percent females. The table shows that majority of the respondents are 13 years old with 8 or 28.57 percent consisting 5 or 31.25 percent males and 3 or 25 percent females.

The mean age of the participants is 11.4 years. Out of 28 participants, there are 16 or 57.14 percent males and 12 or 42.86 percent females.

Grade Level. Table 2 presents the distribution of participants' grade level.

Table 2

Grade Level of Participants

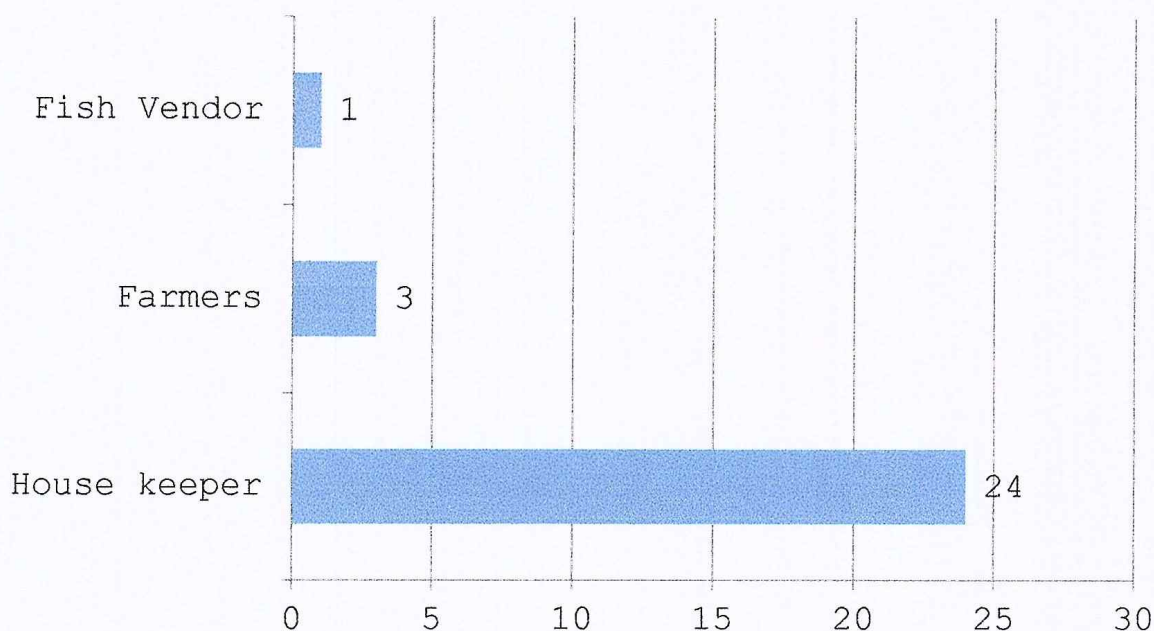
Grade Level	Sex		Total	Percentage
	Male	Female		
3	1	1	2	7.14
4	3	2	5	17.86
5	6	4	10	35.71
6	6	5	11	39.29
Total	16	12	28	100

Entries of the table show that majority of the participants are in grade 6 with 11 or 39.29 percent, and Grade 3 has the lowest number of participants which is 2 or 7.14 percent.

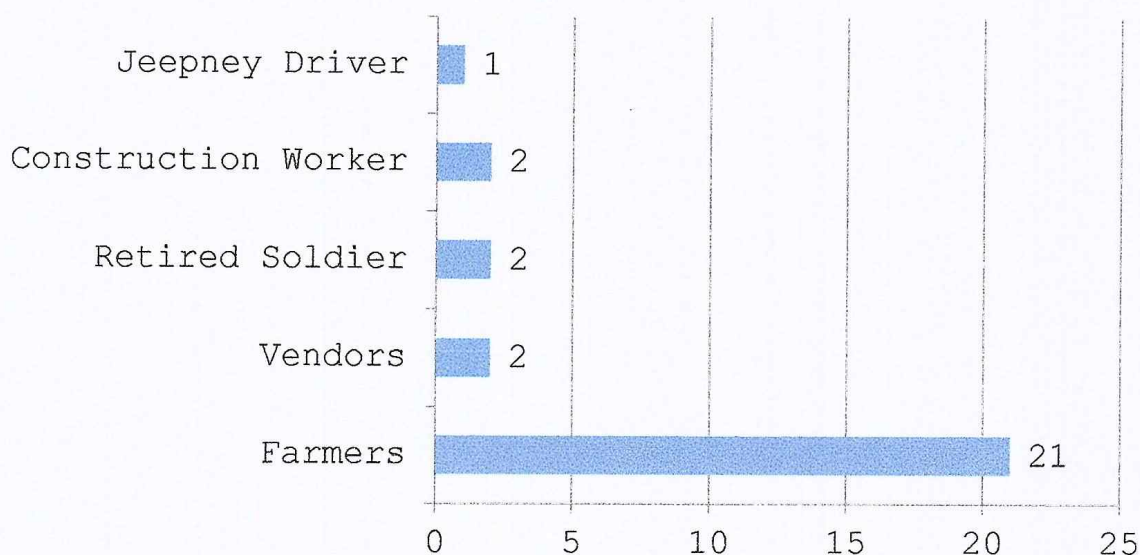
Parents' Occupation. Figures 3 and 4 display the distribution of work of parents of the participants gathered through the field interview undertaken by the researcher. Figure 3 shows the distribution of occupation by the mothers of the participants and Figure 4 illustrates the occupation of the fathers, respectively.

Figure 3

Distribution of Mother's Occupation



The data in Figure 3 reveals that 24 of the mothers of the participants are housekeepers comprising 85.7%, followed by farmers which comprises three (3) or 10.7%, and one (1) fish vendor which comprise 3.6% of the total number. All these three occupations have no fixed income per week of the month, accordingly.

Figure 4**Distribution of Father's Occupation**

Moreover, Figure 4 shows the distribution of the occupation of the fathers of the participants. The data depicts that majority of the participants' fathers are farmers, which comprises 21 or 81% of the total number. This is followed by vendors, retired soldiers and construction workers with a number of 2 for each occupation, respectively. One of the participants' father is a jeepney driver.

It can also be gleaned in the figure, in consonance with what has been previously mentioned, that the nature of participants' fathers Occupation is a no-fixed income work.

Academic Performance. One of the important things that have been noted by the researcher is the academic performance of the students who are engaged in child labor activities. It is stated in Table 3.

Table 3
Academic Performance of the Participants

Academic Performance	Grade Level				Total	Percentage
	III	IV	V	VI		
Outstanding (90-100)	0	0	2	4	6	21.42
Very Satisfactory (85-89)	0	4	1		5	17.86
Satisfactory (80-84)	1	1	5	5	12	42.86
Fairly Satisfactory (75-79)	1	0	2	2	5	17.86
Did not Meet Expectations (75-79)	0	0	0	0	0	0
Total	3	5	10	11	28	100.00
Mean	83.9					

Legend:

90-100 -Outstanding
 85-89 -Very Satisfactory
 80-84 -Satisfactory
 75-79 -Fairly Satisfactory
 Below 75-Did Not Meet Expectations

The above data reveal that the students have a relatively high score and are doing well in their academic performance. Combining the performance of the participants, they get the mean of 83.9 interpreted as Satisfactory, with only 1.1 pointed away to get a Very Satisfactory rating.

This is a revealing result because most of the previous studies undertaken, as cited in the review of literature by the researcher, points out that students who are engaged with child labor activities tend to get a low grade in their subjects because of class attendance interruptions (Cardoso, 2015).

Lived Experiences of the Students Engaged in Child Labor Activities

The following data were gathered by the researcher through the fieldwork undertaken, with one-on-one interview, and later on, a Focus Group Discussion was assembled to validate some of the responses. The data are presented here as follows: Kind of Child Labor Activity Engaged with; Frequency and Length Spent for Child Labor Activities, causes why they Engage in such Activities, and Push Factors in doing so.

Additionally, the data as to how the participants perceived their work were also regarded as an important information as to their view over their work engagement. Finally, information on how the participants viewed education were also stressed.

Form/s of Child-Labor Activity they engage with. The data reveal that all of the 28 participants are engaged in the same nature of work, which is being a “kargador” in their barangay.

A “kargador,” in this context, is someone who helps in bringing items or any material to be transported from one point to another. In this study, all of the 28 participants are kargador who wait by the waiting shed in their barangay. They

would normally and patiently wait for some business personalities in their barangay who buy items, or in local language, *nangumpira*, from the town proper. Upon their arrival, these kids would help transport the goods from the waiting terminal to the household. They would normally bring goods for sari-sari store products that are normally packaged in small- to medium sized boxes, plastic bags, or several stacks of soft drink bottle case.

Normally, the Grade 3 and Grade 4 students would bring items that they are only capable of bringing like small boxes, hollow blocks, etc. Meanwhile, the Grade 5 and Grade 6 students reveal that some of them are capable of bringing one sack of rice. If they cannot do it by themselves, they have to have it brought by pair, if not by four. Hence, child labor activity in this sense is not an individual task, but sometimes a pair or group toil.

Being a “kargador” can be classified as a personal and social child labor activity. This study is different with other studies because most of the previous studies revealed that farming or fishing activities were the most common forms of child labor activities that young children were engaged with because these are the types of work that they were trained by their parents to do and considering also that Samar is an agricultural area. (Cardoso, 2015)

Frequency and Length of Engagement and Amount of Income. The data gathered by the researcher reveal that at an average, the students work 1.625 hours a day, but these students work only at an average of 2.5 days in a week, and the

two days are normally spent during the weekends. There are instances that they have to work in the weekdays but only after the class, accordingly.

Table 4 reveals that Grade 6 students have been working already at an average of 3 years, or it would mean they have started to work when they were in Grade 3. Additionally, the data reveal that all of the participants have been working already at an average of 2 years and 4 months.

Table 4

Distribution of Length and Frequency of Engagement, and Average Income with Child-Labor Activities per Grade Level

Grade Level	Number of Hours Spent in a day for work	Number of Days in week that they work	Number of Years Engaged in Child-Labor Activity	Average Income
3	1	2	1	Php38/week
4	1.5	2	2.3	Php46/week
5	2	3	2.7	Php67/week
6	2	3	3	Php75/week
Mean	1.625 Hours	2.5 Days	2.25 Years	Php 56.5/week

Moreover, the table reveals the income that the participants get per week. Accordingly, students in Grades 5 and 6 get a relatively higher amount than Grades 3 and 4 students, respectively. Furthermore, the data tell that the average income per week of the participants is Php56.5.

Reasons of Engagement. The participants, in the course of the interview, have gathered interesting story that would give a glimpse on the micro level perspective from the participants themselves.

Asked as to what are the reasons that they have been doing such a labor or activity, notable responses are presented in Table 5 which further reveals the reasons that they have been engaged in child labor activities, consciously or not.

Table 5

Significant Responses on Participants Perception of their Engagement to Child Labor

Significant Responses	Formulated Meaning	Theme
<p>P1. <i>Kay kinahanglanon man gud nga bumulig ako kay 5 kami nga magburugto. Para may maihatag ko kanda nanay)</i> (There is a need for me to help for we are five (5) siblings)</p> <p>P9. <i>Kay kinahanglan ko buligan akon kag- anak</i> (For I need to help my parents)</p> <p>P22. <i>Kaulangan ko buligan kay para di na ak mag-inaro balon.</i> (I need to help them so that I would not ask money for them for my allowance)</p>	<p>The participants believe that they have the responsibility to duty-bound share the burden of their parents, especially in augmenting the income of the family.</p>	<p>Perceived need for income</p>

Significant Responses	Formulated Meaning	Theme
<p>P4. <i>Kay siempre Suhag ako, kinahanglan mabulig ako.</i> (I need to help because I am the eldest.)</p> <p>P13. <i>Kay dapat man mabulig ha kag anak .</i> (It is a must to help our parents)</p> <p>P16. <i>Kay mayakan pa la hi nanay waray ko gamit kon mag inudong la ak.</i> (My mom might say I am a useless child if I become idle.)</p> <p>P28. <i>Kay nabulig talaga ako bisan ha uma. Mamaupay ko nala an pag hurnal kay at least may kwarta pa.</i> (I would really help my family in the farm. I prefer doing the “paghurnal” because I get money.)</p>	<p>The participants think that they are expected to perform activities as children of their parents.</p>	<p>Family- expectations of Children</p>
<p>P5. <i>Kay para mayda ko balon balon ha eskwelahan.</i> (So that I would have allowance in going to school)</p> <p>P6. <i>Para mayda ko iparalit papel di na ak maaro kanda nanay ngan tatay.</i> (So that I can buy schools supplies and need not ask money from my parents)</p> <p>P27. <i>Para hit akon pag eskwela di na ako mag inaro balon pan snack.</i> (So I won't need to ask money for my snacks in school)</p>	<p>Students give value to their studies and engaging in child labor activities equip them to attend the needs of school.</p>	<p>Educational aspirations</p>

Significant Responses	Formulated Meaning	Theme
<p>P18. <i>Para mayda ngani assignemtn ngan activity, ayos na, di na ak maaro kanda nanay.</i> (So that when I need to pay school projects or join activities in school, I need not ask from my mother)</p> <p>P10. <i>Kay danay kasi naaro ak hin kwarta tas diri man hira nakakahatag. At least kon magtarbaho ak diri na ak maaro ha ira hit para ha eskuylahan.</i> (I sometimes ask money from them but they could not give one. At least, If I earn my own income, I need not bother them.)</p>		
<p>P3. <i>Aw kay nagsubad man la ak adto han akon classmate.</i> (I followed what my classmate was doing.)</p> <p>P8. <i>Kay an tinikangan, kami adto na tulo na magkralasmit para mayda namon pan isnak hit recess.</i> (At first it was me and my other classmates so that we could have money spent for snacks during recess)</p> <p>P17. <i>Nag inupod upod man la ako hadto kanda Aljun. Tapos yakan nga nga maupay na ini kay nakakakwarta.</i> (At first I just went with Jun and I told myself that this was nice because I could earn money)</p>	<p>The initial phase for engagement into such an activity was highly influenced by peers.</p>	<p>Socialization and Peer Influence</p>

Significant Responses	Formulated Meaning	Theme
<p>P7. <i>Kay danay man ngani it nasugo ngani hi ma'am intatagan kami hin singko. So, ok man la ha akon an naghuhurnal kay pareho man la iton bagat nasugo.</i> (Sometimes, when our teachers asks us a favor, they would give us five pesos. So, it is just okay with me to be a "kargador" because it is just as if I am being asked to perform a favor.)</p> <p>P12. <i>Kay hadto natambay la kami hadto didto han may paradahan tapos mayda nagpa alsa han kinumpira. Tas gintagan kami kwarta.</i> (We were only standing by the terminal area. Then someone asked us to bring her items to her store and she gave us money.)</p> <p>P11. <i>Damo la kasi iton napa alaypon. Danay pagdara humay, di ngani mga kinumpira, amon binubuligan, gintatagan man kami pahalipay.</i> (There were some who sought help to bring their grocery items, so we helped them and they would give us something in return)</p>	<p>Students are given the opportunities to help initially, but they are rewarded with small amount of money afterwards.</p>	<p>Community opportunities for children's work</p>
<p>P24. <i>Nalilipay man ngani lugod an amon kag-anak kay may naihahatag kami nga kwarta.</i> (My parents are actually happy because we can give them money when they need it)</p>	<p>There is affirmation from the parents that what they are doing is good.</p>	<p>Favorable outlook of working children</p>

Significant Responses	Formulated Meaning	Theme
<p>P19. <i>Nalilipay ngabi hi nanay kon nahatag ako kay nakakapalit bugas bisan bata pa kuno ako.</i> (My mother is proud of me because I can help her in my own little way)</p> <p>P2. <i>Nayakan ngani hi nanay na mas maupay nala maghurnal kay nagagamitan ak kontra magpinasaway.</i> (My mother tells me it is better to work than staying idle and unproductive.)</p> <p>P23. <i>At least kami diri na kami naaro tam kag-anak. Nagtitirok na la kmi tikang hit amon ginhurnalan.</i> (at least, we do not ask money from our parents anymore. We can afford to save money from our work.)</p>		

Exhaustive Discussion

These themes are important and revealing. The six themes generated from the data gathered by the researcher have an important revelation relative to the social realities of life experiences by no less than these children engaged in child labor activities. The six themes can be gleaned in Table 6.

Table 6

**Generated Themes as to the Lived Experience of Students Engaged in
Child Labor Activities**

Generated Themes		
Theme 1: Perceived need for income	Theme 2: Family expectations of children	Theme 3: Educational aspirations
Theme 4: Socialization and peer influence	Theme 5: Community opportunities for children's work	Theme 6: Favorable outlook of working children

Theme 1. Perceived Need for Income. In the recent literatures, it was suggested by researches that children who go to work belong to households which perceive a need to augment the present income resources of the unit. According to BILA (2017), such families are often nuclear, having six family members on the average, but extending to as many as 20 members, predominantly young in composition, with parents in their late thirties.

Urban parents, if employed, are often engaged in low-paying, untenured occupations in the informal sector. Rural parents, likewise, may be unemployed or underemployed, working at seasonal jobs in agriculture supplemented at times by informal sector occupations. On the average, the incomes of these households fall below the national threshold for poverty (BILA, 2017).

When no other resource can be pawned, impoverished parents sell their children in exchange for goods and other material requirements for survival. At

the very least, children are compelled to work to meet the family's survival needs (Cardoso, 2015). Hence, this perception of the need for income, considering the financial stability or lack, thereof, of the families of these children engaged in child labor activities.

Theme 2: Family Expectations of Children. The decision to work is the child's own, according to the participants' accounts. According to Torres (2010), children may decide to work because of the internalized family expectation that everyone must pitch in to "fill the family larder". Most of the time, a great percentage- if not all - of the child's income are remitted to parents or household heads.

In an earlier study of urban poor community, Jocano (1975) described how families prepare children for work activities from the age of 4 or 5 years. While the children may be scolded for skipping a class day, they are berated more if they fail to earn something for the family's basic needs in a day.

Learning the family's primary occupation is also part of the routine in rural communities. Parents pass on their skills in agriculture, traditional crafts, and fishing to their children, conscious that the latter must eventually contribute to the family's upkeep (Torres, 2010).

While there is no pressure on the end of the students who are engaged in child labor activities in Brgy. Malino, it appears that, based on the focused group discussion, there is perceived pressure for them to work, although they are not bluntly being forced to work. As one of the psrticipants said: "*Diri man kami*

ginsusugo, pero amon naman la kalugaringon nga desisyon kay para makabulig kami kanda nanay" (We are not being told to work, but it is our decision to do so, so we may somehow ease their burden).

Theme 3. Educational Aspirations. While many of the Filipino working children are enrolled in public schools, it is nevertheless notable that a number of them have dropped out from school for a year or two due to financial constraints. Children then work to be able to finance their studies in the succeeding year (Torres, 2010).

For children who are enrolled, work enables them to buy needed school materials, and for transportation and meal expenses at school.

Though lowly-educated themselves, parents from poor households hold high educational aspirations for their children, with firm hopes that they will finish at least secondary education.

The children themselves see education as a premium and consider it an ideal life condition if they can work to educate themselves. Thus, in the case of many Filipino working children, work is perceived as a means to move up in the social ladder because it can help educate them for future jobs.

On the part of the children's perception relative to education, they have revealed during the interview the utmost importance of education for them. The reason that they have to do their work after class or during the weekend is for them to not miss classes. Additionally, the constant reminder of their teachers not to incur absences makes them think twice to escape or miss classes.

The participants' positive attitude toward education is notable considering that in other studies relating poverty, child labor and attendance of school, missing the attendance of school and eventual drop-out are always linked and associated to child labor activities.

Theme 4: Socialization and Peer Influence. Relative to who influences them to engage in child labor activities, what is interesting to note is that, most of them are actually influenced by friends who are also into the same practice. In many cases, children work with peers or siblings, sometimes with parents and other relatives. Even street work begins as play between and among boys. When asked what they do on the streets, their reply is more likely to be "playing" rather than working (Torres, 1991).

Play can begin as menial work with older boys; graduating to work, the children get paid for street jobs such as watching or washing cars (Jocano, 1975).

In the urban center, children also do work from their early years alongside siblings or parents. Often, such works are in scavenging or vending (Torres, 1991). In all cases, children state that they learn their tasks from parents or older siblings.

While both boys and girls are trained early to do a variety In Leyte, young children living in coastal villages go to the beaches with older siblings and other relatives to gather sand and stones (Sumagaysay, 1992). They probably, initially, tag along because the older children are tasked to look after them. Thus, in the course of child-minding, the younger ones "learn the ropes", so to speak, from their

siblings and playmates. Play and work tend to be interchangeable concepts in the worldview of these children.

Moreover, Sumagaysay (1992) mentioned that while both boys and girls are trained early to do a variety of paid activities with members of their household, work becomes more differentiated as they enter puberty because it is part of the socialization process.

At this time, girls are expected to share more of the household chores with their mothers and other female relatives. Thus, in the areas of Bulacan and Rizal where embroidery, smocking, and garments work have been home industries of women since the 1900s, it is not uncommon for young girls to perform peripheral tasks related to sewing from their early years (Del Rosario; 1990 Veneracion, 1990), graduating to full-fledged workers in their puberty. In Bicol, boys strip abaca, while the girls weave them into finished products (Orense, 1992). In Samar, young boys separate and bundle nipa leaves, while the girls make the nipa shingles for roofing (Sumagaysay, 1992).

Theme 5: Community Opportunities for Children's Work. Studies show that children's work often occurs in areas near their places of residence, if not within the domicile itself. This is true in both urban and rural settings, be the work in sales, services, agriculture, or small industries. Interviews support this conclusion, because parents state they prefer their children to work close to home. Nonetheless, children's work fit into the labor market because there is always an apparent demand for the simple jobs they perform.

According to Torres (2010), in urban poor communities where there is no piped-in water supply, selling water is common work among children. In Lapu-Lapu City, children join their fathers to quarry sites near their residences to gather, sort, and cut decorative stones sold to contractors. In the fishing villages, children help in fish capture activities, fish processing, and vending. In the streets of Metro Manila, the most common work of children is food vending. Needless to say, there is always a great demand for food anywhere in the country.

Apart from doing work to suit the local market, children also perform work for the export market. They are in subcontracting groups in their respective communities engaged in garments, embroidery, rattan furniture production, shell crafts, and other export-linked home industries. Some children are engaged in work within fruit and palm-oil plantations, whose products are earmarked for the foreign market. Others are engaged in small-scale manufacture of woodcraft, metals, and canned foods which may find their way in the export market.

Children are also in tourism, an industry avowedly dedicated to earn dollars for the country. They may work as waiters or waitresses in tourism-oriented establishments, or worse, as child entertainers and prostitutes (Cruz, 2007). In these cases, however, the children's communities may already be by the streets themselves, or the entertainment salons within which they are confined to work (Porio, 2001).

In the present context, the availability of readily work for these students who are currently engaged in this kind of work, made them aware of the availability to grab this opportunity to work.

Theme 6: Favorable Outlook of Working Children. Torres (2010) noted that children at work consider it a privilege to be able to help provide for their family's needs.

The participants firmly believe that their families, neighbors, and the community at-large look favorably at their work status, especially since others of their age and position likewise engage in productive labor. Adult members of the household and communities affirm this opinion.

Nevertheless, parents are wont to say that, under ideal conditions, their children should only engage in household chores. If they do work, they wish that the children's jobs would be clean, safe and not laborious. Parents particularly state that girls should not work on the streets. However, their work as garments outworkers is fine, because it is executed in the households alongside their mothers and other women of the community. Boys, on the other hand, while perceived to be suited to work requiring a lot of physical effort, are considered less dependable workers than the girls.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of discussions and analyses made by the researcher on the data gathered from the field. This also comes with the corresponding conclusions based on the findings, and the recommendations based on the conclusion drawn.

Summary of Findings

This study primarily collected the information relative to the lived experiences of the students engaged in child-labor activities. The data gathered revealed that:

1. The youngest participants were 9 years old consisting of 1 or 6.25 percent male and 1 or 8.33 percent female. The oldest was 13 years old comprising 5 or 31.25 percent males and 3 or 25 percent females. Majority of the respondents was 13 years old with 8 or 28.57 percent consisting 5 or 31.25 percent males and 3 or 25 percent females.
2. Out of 28 participants, there were 16 or 57.14 percent males and 12 or 42.86 percent females. This meant that majority of the respondents were males.

3. Majority of the participants were in Grade 6 with 11 or 39.29 percent, and Grade 3 had the lowest number of participants which was 2 or 7.14 percent.
4. Twenty four of the mothers of the participants were housekeepers comprising 85.7%, followed by farmers which comprised three (3) or 10.7% and one (1) fish vendor which comprised 3.6% of the total number. All these three occupations had no fixed income per week of month, accordingly.
5. Majority of the participants' fathers were farmers, which comprised 21 or 81% of the total number. This was followed by vendors, retired soldiers, and construction workers with a number of 2 for each occupation, respectively. One of the participants' fathers was a jeepney driver.
6. The average mean for the academic performance of the participants was 83.9 interpreted as Satisfactory with only 1.1 point away to get a Very Satisfactory rating.
7. All of the 28 participants were engaged in the same nature of work, which was being a "kargador" in their barangay.
8. The students worked 1.625 hours a day, but these students worked only at an average of 2.5 days in a week, and the two days were normally spent during the weekends.
9. The average income per week of the participants was Php56.5.
10. For the participants' reason for engagement, six themes were generated.

Conclusions

1. Students' work as "kargador" was further classified as Personal and Social Child Labor activity.
2. Lived experiences of the elementary students generated six themes, namely: perceived need for income, family expectations of the children, educational aspirations, socialization and peer influence, community opportunities for children's work, and favorable outlook of working children.
3. Students believed that it was one of their duties to help augment income for their basic needs including financing their education.
4. Child labor activity in the community continue to exist because of the following: (1) it is considered to be a positive trait on their part; (2) there is a demand for service (e.g. as "kargador") by the entrepreneurs in the community; (3) students enjoy the financial and non-financial benefit of child labor; and (4) students are encouraged to join because of peer influence.

Recommendations

From the conclusions drawn based on the findings of the study, the researcher generated the following recommendations:

1. Educate parents about the rights of the children which include provisions against child labor.

2. Malino Elementary School may conduct livelihood extension services to help parents augment their income.
3. The Department of Social Welfare and Development (DSWD) must check the condition of the children and provide needed interventions for the children and their parents.
4. Results of this study can be used as baseline information for future researchers. Studies focusing on different perspective such as social dynamics of the phenomenon, as well as the level of understanding of the parents relative to the basic human rights of a child may be conducted.

BIBLIOGRAPHY

- Abraka N. (2010). *Attendance and Academic Performance of Students in Secondary Schools*. A modern approach. www.krpublishers.com Nigeria
- Bhatty, K. (1998). *Educational Derivation in India: A Survey of Field Investigations*, Economic and Political Weekly, July 33(28): pp. 1858-1869.
- Canagarajah, S. and H.S. Nielsen. (2001). *Child Labor in Africa: A Comparative Study*, Annals of the American Academy of Political and Social Science, May 575, pp. 71-91.
- Cardoso M. & Casino J. (2015). *Child Labor, Nutritional Status, and Academic Performance of Filipino Children*. US- China Education Review B, September 2015, Vol. 5, No. 9, 604-612
- Cruz, M. L. U. (2007). *A study on child labor in the hotel, Catering and tourism sector*. Manila: BWYW-Department of Labor and Employment.
- Edmonds, E. V. (2004a). *Does Child Labor Decline with Improving Economic Status?* Retrieved from <http://www.dartmouth.edu/~eedmonds/vninc.pdf>.
- Edmonds, E.V. (2004b). *Does Illiquidity Alter Child Labor and Schooling Decisions? Evidence from Household Responses to Anticipated cash Transfers in South Africa*. National Bureau of Economic research Working Paper No. 10265.
- Fernandez, R. C. & Ferdinan Abocejo (2014). *Child Labor, Poverty and School Attendance: Evidences from the Philippines by Region*. CNU Journal of Higher Education, Volume 8 (2014), p 114-127
- Gonzales, A. C. (2016). *Prevalence of Child Labor in Old Mahayag Elementary School*

International Labor Organization. (1973). C138 Minimum Age Convention, 1973. Retrived August 1, 2007, from <http://www.ilo.org/ilolex/cgi/convde.pl?C138>.

International Labor Organization. (1999). C182 Worst Forms of Child Labour Convention, 1999. Retrieved August 1, 2007, from <http://www.ilolex/cgi/convde.pl?C182>.

International Labor Organization (1999a). Worst Forms of Child Labour Recommendation, 1999 (no. 190). Retrieved August 1, 2007 from <http://www.ilo.org/ilolex/cgi-lex/convde.pl?R190>

International Labor Organization. (2006). The End of Child Labour: Within Reach. Geneva.

International Labor Organization [ILO] (2014). What is child labour in International programme on the elimination of child labour. Retrieved from <http://www.ilo.org/ipec/facts/lang-en/index.htm>. Accessed on January 3, 2019

Jocano, F. L. (1975). Slum as a way of life. Quezon City: University of the Philippines Press.

Philippine Statistics Authority (2015). Estimated Number of Working children 5 to 17 years old who worked during the past week was 3.3 million <https://psa.gov.ph/content/estimated-number-working-children-5-17-years-old-who-worked-during-past-week-was-33-million>. Accessed on December 22, 2018

Rickey, L. (2009). The Determinants of Child Labor and Schooling in the Philippines. Stanford University.

Sumagaysay, M.B. (1992). An in-depth situational analysis on the incidence of child labor in Region VIII. Unpublished manuscript, University of the Philippines, Tacloban City, Leyte.

Torres, A. (2010). Understanding Child Labor in the Philippines. University of the Philippines

APPENDICES

APPENDIX A

Republic of the Philippines
SAMAR STATE UNIVERSITY
College of Graduate Studies
Catbalogan City

March 5, 2019

MARVIN G. AÑONUEVO, Ph.D.
Head Teacher II
Malino Elementary School
District of Jiabong

Sir:

I am conducting a research study entitled **"LIVED EXPERIENCES OF ELEMENTARY STUDENTS ENGAGED IN CHILD LABOR ACTIVITIES"**.

In this connection, I have the honor to request permission from your good office to conduct a one-on-one interview with the students who are engaged in child labor. The information that will be provided by the participants through this research will be made known in conformity of the ethics of research.

Your kind and favorable consideration to this request is highly appreciated.

Very truly yours,

(SGD.)JOANNA H. VILA
Researcher

NOTED:

(SGD.)ART T. RONCESVALLES
Adviser

APPROVED:
(SGD.)MARVIN G. AÑONUEVO, Ph.D.
Head Teacher II
Malino Elementary School

LIVED EXPERIENCES OF ELEMENTARY STUDENTS ENGAGED IN CHILD LABOR ACTIVITIES

Research Questions

1. What is the profile of the participants in terms of the following:
 - a. Age and Sex;
 - b. Grade Level; and
 - c. Parents' Occupation
2. What is the academic performance of the participants in terms of their general weighted average in the latest school year?
3. What is the profile of the child labor activities the participants are engaged with, in terms of:
 - a. Forms of child labor activities;
 - b. Frequency and length of engagement;
 - c. Reasons of engagement; and
 - d. Push factor of engagement?
4. What is the behavioral profile of the participants, in terms of:
 - a. Attitude toward child labor activity;
 - b. Attitude toward schooling/studies?
5. What implications could be drawn from the data gathered?

LIVED EXPERIENCES OF ELEMENTARY STUDENTS ENGAGED IN CHILD LABOR ACTIVITIES

INTERVIEW PROTOCOL

(Note: The Interview Protocol is only a guide question to schedule the flow of interview. Other questions may arise in the course of the interview that shall be duly noted and recorded, using applicable recording device. Do not show the questions to the key informants)

I. Participant's Profile

(This will be filled-up by the Researcher)

Name: _____ Age: _____ Sex: _____
Grade level: _____ GWA: _____

Mother's Occupation: _____

Father's Occupation: _____

II. Child Labor Activity Profile

A. Forms of Child Labor Activity

a. Ano nga dirudilain nga klase hin pagtrabaho an imo ginhihimo?

B. Frequency & length of engagement

- a. Hit usa ka adlaw, pira ka ka oras nga nagtatrabaho?
- b. Sakob hit usa ka-semana, nakakapira ka man ka-adlaw nagtatrabaho? (Ex. Kada adlaw? Nakakaduha ka-adlaw hit usa ka-semana?)
- c. Kakan-o ka nagtikang pagtrabaho? (Pira ka na katuig nagtatrabaho hin sugad hini?)

C. Reasons of Engagement

- a. Ano an imo rason (o mga rason) kay ano ka nagtatrabaho?

D. Push Factor/s of Engagement

- a. Hin-o ba an nag impluwensya o naghugay ha imo para magtrabaho?

III. Behavioral Profile of the Participants

A. Attitude toward their Engagement to Child Labor Activity

- a. Para ha imo, okay la ba nga nagtatrabaho ka?
- b. Kutob san-o ha ka man magpapadayon han imo pagtrabaho?
- c. Para ha imo, may benipisyo ba o waray an imo pagtrabaho?

B. Attitude toward their Schooling/Studies

- a. Para ha imo, importante ba an pag-eskwela? Kay ano?
- b. Ha luyo nga nagtatrabaho ka, ano an rason nga nagpapadayon ka pag-eskwela?
- c. Nakakaapekto ba an imo pag trabaho ngada han imo pag aram? Patiunan-o?

CURRICULUM VITAE

CURRICULUM VITAE

Name	:	JOANNA H. VILA
Date of Birth	:	August 2, 1994
Address	:	Purok 2, Brgy. Jia-an, Jiabong, Samar
Civil Status	:	Single
Father	:	Edwin B. Vila
Mother	:	Leslie H. Vila

EDUCATIONAL BACKGROUND

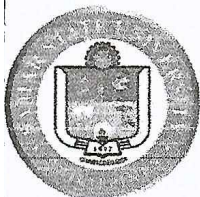
Elementary	:	Jia-an Elementary School Brgy. Jia-an, Jiabong, Samar 2001 – 2007
Secondary	:	Jiabong National High School Brgy. Karunungan, Jiabong, Samar 2007 – 2011
College	:	Samar State University Brgy. Guindapunan, Jiabong, Samar 2011 – 2015 Bachelor of Elementary Education
Graduate	:	Samar State University Brgy. Guindapunan, Jiabong, Samar Master of Arts in Education Major in Elementary Education

ELIGIBILITY

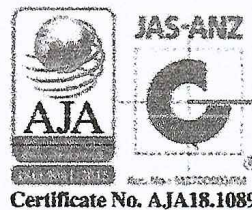
Licensure Examination for Teachers (2015)

PROFESSIONAL EXPERIENCE

Teacher I
Malino Elementary School
Jiabong District
Brgy. Malino, Jiabong, Samar



SAMAR STATE UNIVERSITY
Arteche Blvd., Catbalogan City, Philippines 6700
College of Graduate Studies



CERTIFICATION OF EDITING

This is to certify that the thesis/dissertation of Ms. Joanna H. Vila
entitled "Lived Experiences of Elementary Students Engaged in Child Labor
Activities."

has been edited (both grammar and style) as a partial requirement for binding.

Alona Medana C. Gabejar, D.A.
Signature over Printed Name of Editor

Date: August 23, 2019

LIST OF TABLES

LIST OF TABLES

TABLES	Page
1 Age and Sex of the Participants	26
2 Grade Level of the Participants	27
3 Academic Performance of the Participants	30
4 Distribution of Length and Frequency of Engagement and Average Income with Child Labor Activities per Grade Level	33
5 Significant Responses on Participants Perception of their Engagement to Child Labor	34
6 Generated Themes as to the Lived Experience of Students Engaged in Child Labor Activities	39

LIST OF FIGURES

LIST OF FIGURES

Figures	Page
1 The Conceptual Framework of the Study	9
2 Colaizzi Method of Analysis	24
3 Distribution of Mother's Occupation	28
4 Distribution of Father's Occupation	29