

**CHILD LABOR PRACTICES IN SAMAR: INPUTS TO ALTERNATIVE
LEARNING PROGRAM**

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APPROVAL SHEET

In partial fulfilment of the requirements for the degree, **DOCTOR OF PHILOSOPHY (Ph.D.)**, this dissertation entitled "**CHILD LABOR PRACTICES IN SAMAR: INPUTS TO ALTERNATIVE LEARNING PROGRAM**", has been prepared and submitted by **JOJIT M. CASINO**, who having passed the comprehensive examination and pre-oral defense is hereby recommended for final oral examination.


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DEDICATION

This piece of work
illustrates how action programme
that seeks to provide
a bridge between child labourer
and opportunities for education,
can bring the best out of people
and groups.

Dedicated to ALS-Mobile Teachers,
Community workers, Students and all
government workers conquest of self, and
every organizations success over poverty of
the intellect and the spirit through the tool
called education.

ABSTRACT

This study determined the child labor practices in Samar involving in-school and out-school children below 18 years old in Samar as stated on Republic Act 7610, Section 3, paragraph (a). The study employed the descriptive-developmental research design using the structured interview as the principal instrument to gather the needed data in order to answer the research questions. The researcher attempted to determine the child labor practice in-school and out- of school child laborers in the Province of Samar. The out-of-school posted the highest average income from child labor which amounted to Php 1,511.31 while the in-school respondents earned Php 1,254.68. In general, the average income of child laborers involved in this study was posted at Php 1,511.31 with a standard deviation of 1, 154.74. This indicates that the income from child labor is very meagre. The typical child labourer who is in-school is more or less 14 years old of age, male, whose parents reached in elementary level and a domestic helper, belongs to a family of eight members, first-born, with average income of Php 1,274.15 through child labor. Cooperation is particularly vital for cross-border return operations, with agencies from different countries involved at both the sending and reclaiming ends. Dealing effectively with the transnational element of the problems requires a greater exchange of information and collaboration between law enforcers in neighboring counties. Granted collaboration between relevant government agencies and NGOs across borders is also essential in order to ensure smooth and effective integration of child victims back into their home communities.

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Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

Child labor works against human rights and investment in human development, against the provision of decent work, and against the reduction of poverty. The International Labor Organization (ILO) has continued to strengthen its effort to combat child labor with the adoption of the worst form of child labor convention, 1999 (No. 182), and recommendation, 1999 (no. 190), and the declaration on fundamental principles and rights at work, 1998.

In all regions of the world, discussions of what constitutes child labor are complicated by national perceptions and cultural traditions regarding appropriate work for children in becoming productive members of families and societies. An overriding principle is that work should not interfere with the education and the fullest mental and physical development of a child. The primary concern of children should be obtaining an education and engaging in other activities appropriate for their healthy development. In addition, children are affected by work more intensely than adults and in different ways – and the younger the child is the greater his or her vulnerability (Schibotto, 2001).

It is, thus, important that societies and families become educated regarding the dangers of child work, and that they recognize that what happens within the family context and training traditions cannot be totally excluded from

the scope of legal instruments on child labor. In fact, some cultural traditions and practices, rather than being protective, are exploitative of children. The worldwide movement toward recognizing the rights of children, as embodied in the unified nation's convention on the Rights of the Child, challenges all cultures to re-evaluate their laws and practices in view of the rights expressed therein. These include the right to freedom from exploitative and hazardous work conditions (Working Papers on Child Labor in Asia, Volume 1).

Before one can even begin to grasp the issue of child labor, its definition should be first examined to acquire a better understanding of the problem. In the Philippines, a child is defined as a person below the age of emancipating which is 18 years. As soon as a person reaches 18 years of age, he/she is no longer considered a child and becomes automatically entitled to do all acts of civil life, such as contracting marriage or transacting business deals with corresponding legal effects.

The state, through the Department of Labor and Employment, defines child labor as the illegal employment of children below the age of 15, where they are not directly under the responsibility of their parents or legal guardian or the latter employs other workers apart from their children, who are not members of their families, or their work endangers their life, safety, health and morals or impairs their normal development including schooling. It also includes the situation of children below 18 who are employed in hazardous occupations. This definition was taken from the existing child labor statutes of the country and

clearly pertains only to work situations of children which, under Philippine laws, are considered illegal (Salazar, 2006).

National surveys provide a broad overview of the situation of working children which can help identify areas with a high incidence of child labor and to pinpoint sectors and occupations that may pose the greatest danger. The survey established that 3.7 million children in the Philippines, of which nearly half are between the ages of 5 and 14 and half between the ages of 15 and 17, are engaged in economic activities. Working children comprise 16 percent of the overall population of children between the ages of 5 and 17. The country's working children are predominantly from rural households (67.1 percent) consisting of more boys (65 percent) than girls. The highest numbers of working children are found in Regions 4, 6, and 11.

In terms of economic sector, 64 percent of working children are in agriculture; 16.4 percent are in sales; 9.2 percent are in production work; and 8.8 percent are in service trades. Overall, 60 percent are in unpaid family work in their own households or other establishments.

In Samar, there is no comprehensive survey conducted for the entire province to determine the extent of child labor except for the two cities, Catbalogan and Calbayog. In 18 municipalities, namely: Calbiga, Talalora, Pinabacdao, Jiabong, Gandara, Tarangnan, Motiong, Pagsanghan, Sta. Margarita, Daram, Paranas, San Jose de Buan, Basey, Marabut, San Jorge, Matuguinao, Tagapul-an, and Zumarraga, 2,467 minors are engaged in child labor (DSWD

Provincial Office: 2003, PSWDO Database on Family Mapping, Community-Based Monitoring System MSWDO, and Quality of Life Monitoring Survey, 2006). Thus, a significant number of children are working in the farm and are engaged in fishing activities. They are also engaged they are also working in the streets and engage in scavenging and street vending at daytime and night time. There are also children who are engaged in tricycle driving during day and night time where they spend long hours of hard work to meet the required rental. The children in domestic services were often isolated and some were suspected to suffer from physical and sexual abuses.

Considering the impact of the aforementioned statistics and considering further the role that the education sector should play in educating the youth, the research was motivated to look into the status of child labor prevalent in Samar, and to eventually come up alternative learning programs for child laborers.

Statement of the Problem

This study determined the child labor practices in Samar involving in-school and out-of-school children below 18 years old in Samar as stated on Republic Act 7610, Section 3, paragraph (a).

Specifically, this study sought answers to the following questions:

1. What is the personal profile of the respondents according to classification (in-school or out-of-school) in terms of:
 - 1.1 age;

- 1.2 sex;
 - 1.4 birth order in the family;
 - 1.4 social, religious and other activities engaged in, and
 - 1.5 average income derived from child labor?
2. What is the profile of the respondents' parents according to classification in terms of:
 - 2.1 age;
 - 2.2 educational attainment;
 - 2.3 occupation;
 - 2.4 other sources of income;
 - 2.5 family size;
 - 2.6 social, religious and other activities engaged in;
 - 2.7 attitude towards education, and
 - 2.8 attitude towards their child's labor activities?
3. To what extent do the two groups of respondents practice the following:
 - 3.1 domestic/household labor;
 - 3.2 fishing/farming labor;
 - 3.3 scavenging labor;
 - 3.4 street vending, and
 - 3.5 other labor practices?

4. Is there a significant difference in the extent of child labor practices by the respondents according to their personal profile?
5. What is the educational profile of the respondents in terms of the following:
 - 5.1 educational attainment;
 - 5.2 academic performance;
 - 5.3 classroom attendance, and
 - 5.4 attitude towards schooling?
6. Is there a significant difference between the educational profile of the respondents in terms of classification?
7. Is there a significant relationship between respondents' child labor practices and the following:
 - 6.1 personal profile;
 - 6.2 educational profile, and
 - 6.3 parent-related profile?
8. What are the problems encountered by the child-laborers?

Hypotheses

Based on the aforelisted problems the following hypotheses were tested:

1. Is there a significant difference in the extent of child labor practices by the respondents according to their personal profile and classification?

2. There is no significant relationship between respondents' child labor practices and personal profile.

3. There is no significant relationship between respondents' child labor practices and parent-related profile.

Theoretical Framework

This study is anchored on Presidential Decree 603 known as the "Youth Welfare Code", particularly Article 3 Section 6 which says "Every child has the right to an education commensurate with his abilities and to the development of his skills for the improvement of his capacity for service to himself and to his fellowmen. The central premise of the statement is that the best interests of children are not always – in fact rarely- considered or made a priority in decisions that profoundly affect them.

State parties shall take legislative, administrative social and educational measures to ensure the implementation of the abovementioned article. In particular, state parties shall provide for a minimum age, appropriate regulation of hours and conditions of employment; and provide for appropriate penalties or other sanctions to ensure the effective enforcement of the article (Article 32 of the United Nations Convention on the Rights of the Child, Ratified by the Philippine on July 26, 1999).

Prevalence of child labor in the country is an indicator that basic needs of children are not satisfied thus; put themselves at risk if only to be able to survive.

The researcher believes that concerned sectors can play important roles to improve the right of children who are supposed to be in school rather along the streets or works laborers in factories for their survival needs. The educational sector, for instance, could come up with intervention schemes to ensure that these children could develop their potentials (Watkins, 2009: 12).

The claim that a right to education is a human right is an important claim. It is an important claim because there is a responsibility to enable children to develop an acquired set of capabilities to lead their own lives in a meaningful and fulfilling way.

Education plays a large role in achieving just societies because education can develop a child's sense of self, sense of community, and sense of citizenship. While it is true that the provision of education is costly and multifaceted, a public institution of education needs to be in place to manage the kinds of educational opportunities that are available and to secure the kinds of resources that are necessary (Dickinson, 2004:23).

This study is also anchored on Abraham Maslow's theory of Human Needs which states that an individual by nature strives to satisfy his desired in the order of hierarchy (Munn et al., 1969: 335). The listing forms the lower to higher levels is in the following: survival, safety, social recognition and esteem (ego), and finally, self fulfillment or realization. The different levels represent different stages. The lowest unsatisfied level generally dominates the organism

and when the motive is reasonably well satisfied, the next proponent one averages.

Survival needs points towards one's basic requirements for food, water, worth, rest and shelter. When such needs are deprived or threatened, a person has difficulty feeling secure or safe and will do anything to protect such needs. When the protection appears to be assured, one does not have to devote all his energies to survival.

When needs at all levels are unsatisfied, these are the strongest, but if the physiological requirements are met, then safety needs emerge such as the desire for security, protection, and freedom from danger. Next in the hierarchy is love and belonging, which motivate one to seek companions, friends, or family or a group. Once those needs are satisfied, self-esteem becomes important involving the desire for respect, admiration and social approval. At such, esteem level is presumed a desire for affectionate relationship and once fulfilled, then the achievement, superiority and prestige motivate become important. Finally, at the highest level, a desire for personal capacities develops a potential in a person to do his best (Mann et al., 1969: 334).

Maslow's theory shows a clear explanation of the needs of young children, in order to be comfortable in their environment, and even themselves. It speaks exactly what a child of any age, whether it be toddler or teenager, needs a strong foundation must be built in order for the other levels to build upon one another. Each foundation level must be strong to get the next level, and so on. It if one

level is weak within a child, then the needs above that level will be very difficult to develop, because all the needs interrelate. With the present study, it works to accommodate every level of the theory whether it be through group activity, circle time, or individual attention. Each and every child will receive the best attention and experience possible in order to fulfill every need.

Conceptual Framework

Figure 1 shows the conceptual framework of the study. The first box represents the research environment that is, children 18 years old below who are engaged in child labor in selected areas of Samar. The next frame represents the research process including the variates considered as well as the analysis undertaken. Firstly, the research determined the child labor practices of the respondents and the extent to which these are practiced. The researcher looked into the status of child labor in Samar in terms of four indicators, namely: 1) educational attainment, 2) academic performance, 3) classroom attendance, and 4) attitude towards schooling. Secondly, the research undertook correlational analysis between the status of child labor and their educational profile. A comparative analysis was done, on child labor status that are in-school and out-of-school (respondents' classification) was compared.

The results and findings of the study served as inputs in formulating intervention recommendations that are designed to improve the respondent's

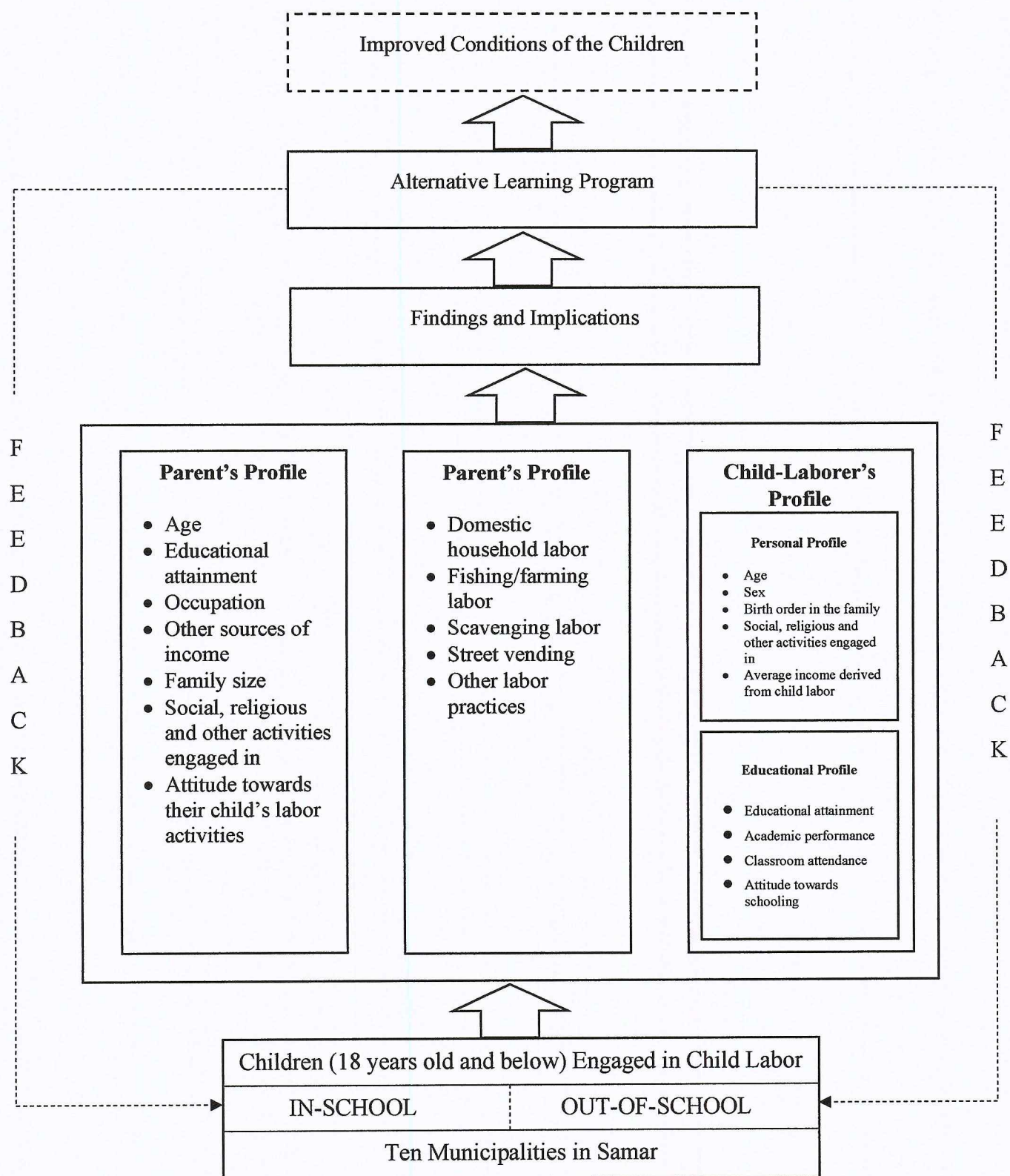


Figure 1. Conceptual Framework of the Study

plight minimize problems they have encountered and ensure their economic growth and development. At the apex of the paradigm is the ultimate aim of the study, that is, improved conditions of the children.

Significance of the Study

The results of this study would benefit the children who are engaged in child labor, their parents, school administrators, other government as well as non-government agencies, legislator, community, as well as future researchers.

To the child-laborers. This study would benefit children who are engaged in child labor. Intervention strategies that will be proposed based on the result of this study are envisioned to improve their plight, provide them access to basic education and develop their skills to enable them to be more productive citizen of the community.

To the parents. The parents would likewise benefit from the results of this study inasmuch as whatever improvements that can be effected to their children's situation would also redound to their improvement. This study could also serve as an "eye-opener" to parents who are remiss of their duties and responsibilities and could be an avenue for them to change and reform their habits and attitudes for the sake of their children.

To the school administrators and other DepEd officials. The result of this study could provide them initial information in terms of policies, programs

and projects that they could formulate, introduce and implement to cater to the needs of the underprivileged sector and eventually enable them to ensure that their existence in the community is felt by effecting progress and development in the area.

To other government and non-government agencies. The result of this study would generate information that will prove useful to enable them to formulate strategies of coordination, collaboration and partnership with other concerned agencies to improve the economic plight of the people in their areas of responsibility.

To the legislators. The result of this study may prove useful to the legislative branch of the government both national and local levels, to ensure that appropriate provisions could be effected to protect the rights of the children with political will, the resources and the rights policy choices can somehow minimize child labor.

To the community. The community would be the actual beneficiary of the results of this study, if the residents are productive, this would also redound to the progress and development of their community.

To the future researchers. The result of this study could also serve as a rich source of literature for those who are planning to undertake studies of similar in nature.

Scope and Delimitation

This study was designed to look into the child labor practices of children who are 18 years old below in the Province of Samar. Moreover, the study also endeavored to determine the educational profile of these respondent-children and the extent to which these are related to the child labor practices. In Samar there is no comprehensive survey conducted for the entire province to determine the extent of child labor except the two cities Catbalogan and Calbayog. Eighteen municipalities namely; Calbiga, Talalora, Pinabacdao, Jiabong, Gandara, Tarangnan, Motiong, Pagsanghan, Sta. Margarita, Daram, Paranas, San Jose de Buan, Basey, Marabut, San Jorge, Matuguinao, Tagapul-an, and Zumaraga, 2,467 minors are engage in child labor (DSWD Provincial Office: 2003, PSWDO Database On Family Mapping, Community-Based Monitoring System MSWDO, and Quality of Life Monitoring Survey 2006). Four indicators of educational growth and development were considered by this study, namely: 1) educational attainment, 2) academic performance, 3) classroom attendance, and 4) attitude towards schooling. On the other hand, nine related variates were correlated to child labor status of the respondents, as follows: age, sex, classification in school, educational attainment, parents' occupation, family size, birth order in the family, parents' average income per month, and the respondent's income from child labor.

This study was conducted during school year 2008 -2009.

Definition of Terms

To provide a common frame of reference, important terms used in this study are herein defines conceptually and/or operationally.

Academic performance. Generally, this term means the learner's standing in school (Lupdog, 1984:15). In this study, this refers to the average grade of the respondent-children during the last time they attended schooling.

Adolescent Friendly Literacy Enhancement Project (AFLEP). This is a project which targets out-of-school adolescents' ages 10 - 24 years old. It provides them with basic literacy about early marriage and parenting, family planning, drug prevention and environmental education.

Alternative Learning System. It iss a parallel learning system that provides a variable alternative to the existing formal education instruction. It encompasses the non-formal and informal sources of knowledge and skills.

ALS Mobile Teacher Program (BLMTP). Provides an educational intervention that aims to make education accessible to out-of-school youth and adults in the remote, derived, depressed and underserved difficult to reach communities (ALS DepEd Training Manual, 2005: 10-11).

ALS Mobile Library. This is a collection of print and non-print materials, like books, pamphlets, recordings and films placed in a receptacle and circulated in target areas to serve the literacy needs of prospective learners. This comes after the implementation of the BLP-LSCS, FBLP and other ALS program/projects in selected areas.

Attitude towards schooling. This refers to the learner's feelings and the perceptions for or against a particular object, idea, phenomenon, or person (Lupdog, 1984:137). In this study, this refers to the sentiments and feelings of the respondent-children towards studying or attending classes.

Basic education. Is the educational intended to meet basic leaning needs which lays the foundation of which subsequent learning can be based. It encompasses early childhood, elementary and high school education as well as alternative learning system for children. Out-of-school youth and adult learners and includes education for those with special needs.

Birth order. This refers to the ordinal position of the child by birth relative to his/her siblings (Gove, 1986: 244). The meaning is used in the present study.

Bondage labour. Forced employment resulting from the pressure to repay debt incurred by the child workers. Imprisonment within the workplace until debt is duly paid, forced to hire in sub0human condition (ITW-Litechild Module, 2000). The same meaning is used in this study.

Child. This refers to a young person between the periods of infancy and youth: a male or female offspring (Webster, 1992: 142). In this study, this term refers to any person below 18 years old.

Child labor. In general terms, it refers to work situations where children are compelled to work on a regular basis to earn a living for themselves and their families and as a result are disadvantaged educationally and socially (Del

Rosario and Mabonga,2000:174). In this study, this refers to the activities engaged in by children aged below 18 years residing in the Province of Samar.

Child work. Pertains to any productive activity performed by a child in places where and when this activity is supervised or guided by an adult (Baguiro, 2011:7). As used in this study, it constitutes activities that help a child develop character which would include doing house chores, schoolwork education, church assignments and participation in community activities.

Child worker. Any person below 15 years old who is engaged in economic activity whether inside or outside the home (Baguioro, 2001:7). The same meaning is used in this study.

Classification. Generally, this refers to the act of distributing into groups or classes (Gove, 1986: 419). In this study, this refers to the grouping of the respondent-children into three, namely: in-school and out-of-school.

Domestic service. Household helpers, yaya, etc., the natural and commonly accepted work for many people, mostly subjected to very long hours of work, no chance to go to school and often times in danger of sexual and physical abuse by their landlords or employers (ITW-Litechild Module,2000). The same meaning is adopted in this study.

Domestic child labor. This refers to the children working as household helpers, “yayas” (Child Labor Problem Analysis, Vol. I, 1997: 6). The same meaning is adopted in this study.

Family Basic Literacy Project (FBLP). This is a literacy service learning intervention utilizing literate family members to help non-literate members upgrade their literacy skills and improve the educational opportunities of poor families in the depressed, deprived and underserved areas (ALS DepEd Training Manual, 2005: 10 – 11). The same meaning was adopted in the present study.

Fishing/farming. This refers to the children working in the agricultural sector and can be found in farmlands, plantations. They are also working in the deep sea fishing. They normally start very early in the morning and work longer than children in the cities and towns (Child Labor Problems Analysis, Vol. I, 1997: 6). The same meaning was used in the present study.

Labor. A difficult task of job of physical or mental work; to work hard and difficulty (Social Advocacy and Transformation Module, 2002). The same meaning was used in this study.

Out-of-school youth. It is a term that refers to persons under 21 years of age excluding children below school-age who are not elementary or secondary pupils and are not taking courses for college credit towards degrees or equivalent certificate.

Poverty. This means the state of one who lacks a usual or socially acceptable amount of money or material possessions (Webster, 1999: 913). In this study, poverty means the lack of money to support the need of the family.

Scavenging. Work in an unhealthy environment which may expose children to hazardous processes, to temperatures, noise levels or vibrations

damaging to their health, to toxic, corrosive, poisonous, noxious, explosive, flammable and combustible substances or composites, to harmful biological agents, or to other dangerous chemicals (Child Labor Problem Analysis, Vol. I, 1997: 22). The same meaning was adopted in this study.

Street vendors. This refers to the children working in the streets, includes begging, shoe cleaning, selling newspapers, water and candies. They are workers of the underground economy (Child Labor Problem Analysis, Vol. I, 1997: 6). The same definition was adopted in the present study.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter includes relevant information from books related studies which helped the researcher in the conceptualization of this study. A number of published materials like books, magazines, journals as well as unpublished materials like theses and dissertation were reviewed and are herein presented.

Related Literature

Children should not be in the labor force. Childhood is a critical period for developing youthful energy and idealism, when girls and boys should be preparing to become productive and confident adults. Children have the right to enjoy human rights recognized by the world community and, in addition, childhood represents a unique chance to develop important social behaviors and bolster income-generating potential, thus, improvements made today in education, training, health services and nutrition are strategic investment for the future.

In the developed world, children have been removed from the labor force and are required to attend schools. Employers are not permitted to employ children and parents are not allowed to keep children out of school. Education is legal duty, not merely a right. States, parents, and employers together fulfill this duty, with the states as the ultimate guardian of children

protecting them against both parents and employers. Certain types of work are obviously harmful to children. Some types of work, such as mining and deep-sea diving, are dangerous even for adults. Children working on the streets or scavenging, and those trapped in prostitution, are exposed to violence as well as threats to their health and moral development. Children in domestic service are often isolated and may suffer physical and sexual abuse. Children in home-based industries often work in poor and even unsafe conditions. Agricultural work, besides its arduous nature and the excessively long hours often required, may expose children to pesticides and other harmful substances. Children are different from adults. The range of hazards they face is broader and deeper in scope.

Typically, workplace hazards are classified into four types: physical, chemical, biological, and ergonomic. Physical hazards include noise, heat, light, radiation, vibration, dust and generally poor conditions. Chemical hazards are mist, fumes, smoke, liquid and solid materials, gas, vapor and dust pesticides. Biological hazards include insects, bacteria, viruses, rodents, mites, parasites and other organisms. Ergonomic hazards are the need to maintain positions that lead to muscular-skeletal disorders, the use of tools or equipment, monotony and boredom, repetitive movements, organizational or administrative issues and psychosocial dimensions. Safety concern, such as accidents and injuries, may be considered a separate consideration of hazard.

In looking at hazards facing children and young workers, additional consideration should be given to factors such as child's workload; the number of working hours; the frequency and timing of rest breaks; the use of shift work, especially night works; the need for training and supervision; and psychological stress.

The term workload as it is used here may refer to either physical or mental tasks. The load or stress that a task imposes on the body may jeopardize the health of children and youth. For example, carrying bags is not difficult work per se, but carrying loads of more than 40 percent of one's own weight is hazardous. Unfortunately, most effects are seen only in the long term. These can include stunted growth. Malnutrition due to irregular eating habits, deformities in bone structure, and susceptibility to accidents and injuries.

If working hours are too long, then it is likely that a child will face problems in school, suffer from lack of sleep, and have activities. More often than not, such work not only physically but also socially and psychologically.

Verbal abuse, isolation, immoral acts, and sexual harassment are only some of the psychological stresses facing young workers. Consultation with working children in ports, for example, have revealed that children and young workers are less stressed by the physical burdens of their work, through these are heavy enough, than they are by the constant verbal taunting of their supervisors.

What also needs to be understood is that children and young workers have not yet fully developed their decision-making processes. The decision-making process of adolescents is mostly based on the short-term and concrete effects of certain situations or circumstances rather than on future implications. Maturity in decision-making, a professional conscience, and meticulousness usually come with age. Psychologically and emotionally, moreover, the coping mechanisms of children in the face of difficult situations or exploitative conditions such as those often found in workplaces are inadequate and frequently inappropriate. Training to prepare children for work, and supervision while at work, can alleviate the problem.

This great vulnerability of children and young persons in the workplace has spurred an international demand for urgently proceeding with the abolition of the "Worst forms of child labor". The 87th session of the international labor conference, in June 1999, unanimously adopted ILO convention no. 182 concerning the prohibition and immediate elimination of the worst forms of child labor. The new convention defines for the first time what practices constitute the worst forms of child labor. That include "all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage, serfdom, and forced or compulsory labor; forced or compulsory recruitment of children for use in armed conflict; use of a child for prostitution, production of pornography and pornographic performances; use, procuring or offering of a child for illicit activities, in circumstances in which it is carried out is

likely to harm the health, safety, or morals of children. The accompanying recommendation No. 190 defines hazardous work as "work which exposes children to physical, psychological, or sexual abuse; work with dangerous machinery or tools; work in unhealthy environments which may expose children to hazardous substances, temperatures, noise or vibrations; and work under particularly difficult conditions such as long hours, during the night or where a child is confined to the premises of the employers.

The welfare of children has been given more needed attention with the declaration on the rights of the child in 1959. Children's welfare even gained more prominence when the United Nations General Assembly adopted the United Nations Conventions on the Rights of the Child (UNRC) in 1989, which the Philippine government signed in August, 1991.

Child labor is phenomenon that has long been in existence in this country. Records shows that as early as the late nineteenth century, children have been hired in industries such as mining and garments manufacturing. In the early twentieth century, as the country transformed itself into an export-oriented economy, more children were sought for employment because they can be paid cheaper and can be given lesser benefits. Similarly, child domestic labor has existed since the feudal societies of the Spanish era.

Children and their families were utilized to work in the farm under the tutelage of their landlords or hacienderos. Sometimes, were even used as payments for debts of these poor peasants. Today, it is estimated that there are

about 3.6 million working children whose age between 5-17 years. It is reported that a vast majority of those children are being abused physically, emotionally, mentally, morally or sexually.

Such abuses are becoming serious threats not only to the future of these children but also to the future of this country. Laws and policies banning child labor and providing sanctions against its violators have been in the country's statute books since the 1920's. However, none has been convicted up to this date. Recently however, because of the growing problem of child labor probably due to the continued industrialization of the country and inspired by international statutes such as the ILO convention 138, the government has intensified its campaign against child labor by enacting additional legislation, programmes and other measures.

In addition, non-government organizations have also focused their attention to these particular problems. As part of this effort, the government will review and evaluate article 139 of the labor code that was enacted into law in 1970, which defines the work restrictions for young workers aged 15-17 years (Vaquero, 2000:9).

The government's commitment to these children is clear. A vision for the child is set out in Philippines plan of action for children, which represents a continuity of action that includes goals relating to the elimination of child labor in hazardous occupations or situations and the protection and rehabilitation of abused and exploited working children. The commitment is also reflected in the

international organizations ratified three international labor conventions concerning working children, of which the most important is the minimum age (industry) convention (revised) (No. 59) as well as the United Nations Convention on the Rights of the child CRC, the government recognized the rights of the child to be protected from economic exploitation and from performing any kind of work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development and committed itself to take legislative, administrative, social and educational measures to ensure the implementation of this (Article 32). The Philippine child and youth welfare code, the labor code and more recent legislative (Republic Acts 7610 and 7658) confirm this mandate.

Philippine laws have not been remiss in addressing the issue of child labor. A number of legislations, executive orders and attendant policy guidelines have been formulated with the intention of (a) providing national laws in compliance with existing international covenants on child labor; (b) providing legal sanctions against the abuse, exploitation and violations of the rights of the minors.

Philippine policies of child labor were already in the existence under American occupant in 1903, when the Philippine commission enacted a law against slave holding and slave hunting. In 1923, the US colonial government enacted Act 3071, prohibiting the employment of children in hazardous occupation. Republic Act No. 679 and other legislations are embodied in the

labor code and PD 603 known as women and child labor law. The 1987 Philippine constitution states that: the state shall defend the right of the children to assistance including proper care and nutrition, and special protection from all forms of neglect, abuse, cruelty and exploitation and other conditions prejudicial to their development.

The Philippine child and youth welfare code PD 603, issued on 12 December 1974 serves as government's framework for the protection of the welfare of Filipino Children. It defines the rights of children; and the rights and liabilities of parents and the role of other institutions (community, religious, school) in promoting the welfare of Filipino children. It also recognizes the special categories of children who need immediate, rehabilitative and development services. Presidential Decree 603 contains specific provisions that are pertinent to the conditions of child-labor and working children, among these are: 1) Every child has the right to protection against exploitation, improper influence, hazards, and other conditions or circumstances prejudicial to his physical, mental and moral development; 2) The State shall see to it that no child is refused admission in public schools to complete at least an elementary education; 3) To implement effectively the compulsory education policy, all necessary assistance possible shall be given to parents, especially indigent ones or those who need the services of children at home, to enable the children to acquire at least an elementary education in the form of special school programs, which may not require continuous attendance in school supplies, school lunch ,

or whatever constitutes a bar to a child's attendance in school or access to elementary education, and 4) The management may allow time off without loss or reduction of wages for working children with special talents to enable them to pursue formal studies in technical schools on scholarships financed by management or by collective bargaining agreement with unions.

Significant of the provisions of the P.D. 603, also known as The Child and Youth Welfare Code of the Philippines is that the child is one of the most important assets of the nation. Every effort should be exerted to promote his welfare and enhance his opportunities for a useful and happy life.

In article 3, section 1 to 12 of The Child and Youth Welfare Code has the following provisions on the rights of the child: 1) Every child is endowed with the dignity and worth of a human being from the moment of his conception, as generally accepted in medical parlance, and has therefore, the right to be born well; 2) Every child has the right to a wholesome family life that will provide him with love, care and understanding, guidance and counseling, and moral and material security; 3) Every child has the right to a well-rounded development of his personality to the end that he may become a happy, useful and active member of the society; 4) Every child has the right to a balance diet, adequate clothing, sufficient shelter, proper medical attention, and all the basic physical requirements of a healthy and vigorous life; 5) Every child has the right to be brought up in an atmosphere of morality and rectitude for the enrichment and strengthening of this character; 6) Every Child has the right to education

commensurate with his abilities and to the development of his skills for the improvement of his capability for service and his fellowmen; 7) Every child has the right to full opportunities for safe and wholesome recreation and activities, individual as well as social, for the wholesome use of his leisure hours; 8) Every child has the right to protection against exploitation, improper influences, hazards and other conditions are circumstance prejudicial to his physical, emotional, social and moral development; 9) Every child has the right to live in a community and society that can offer him an environment free from pernicious influences and conducive to the promotion of his health and cultivation of his desirable traits and attributes; 10) Every child has the right to care, assistance and protection of the states, particularly when his parents or guardian fail or are unable to provide him with his fundamental needs for growth, development and improvement; 11) Every child has the right to an efficient and honest government that will deepen his faith in democracy and inspire him with morality of the constituted authorities both in their public and private lives; 12) Every child has the right to group as a individual, in an atmosphere of peace, understanding, tolerance and universal brotherhood, and with the determination to contribute his share in the building of a better world.

This emphasis given to the child is not only just an effort of a more recent past, pestalozzi (World Encyclopedia, 1986 : 518) was quoted to say “ the aim of all institution is and can be nothing by the harmonious cultivation of human power and talents and the promotion of human life.

The labor code of the Philippines provides that 15 years shall be the minimum age for admission to non-hazardous employment. However a child below 15 years may be allowed to work provided that such child workers directly under the sole responsibility of a parent or guardian (art : 139) and that the work does not interfere with the child's schooling. But, in no case can a child be employed as a model in commercials and advertisements promoting alcoholic beverages, intoxicating drinks, tobacco and its byproducts and violence (Sec. 14 Republic Act No. 7610).

In hazardous undertakings, the minimum age is set at a higher age 18 years. Those between 15 and 18 years of age are eligible only for employment in non-hazardous work (Article 139 Labor Code). "Non hazardous work" is one where the employee is not exposed to any risk which constitutes a danger to safety and health. "Hazardous work" or work places, on the other hand, include those: where the nature of work exposes the workers to dangerous environmental elements, contaminants or work conditions including ionizing, radiation, chemical, fire, flammable substances, noxious components and the like: a) Where the workers are engaged in construction, , work, logging, fire fighting, mining, quarrying, blasting, stone clearing, dock work, deep sea fishing, and mechanized farming; b) Where the workers are engaged in manufacture or handling of explosive power actuated tools, and c) Where the workers are exposed to biological agents such as bacteria, fungi, viruses, protozoan,

nematodes, and parasites (RWG 1013, Occupational Safety and Health Standards).

Labor standards relating to hours of work, wages and other terms and conditions of employment are provided under Book III of the Labor Code (Article 82 - 155). The exercise of the right to free and voluntary organization and collective bargaining under Book IV (Articles 211 - 277) applies to employed children as well. To ensure equal application, Article 140 of the Labor Code prohibits any employer from discriminating against any person in respect to terms and conditions of employment or account age.

The Philippines ratified the Night Work of Young Persons (Industry) Convention (Revised), 1984 (No. 90) in 1953, the Labor Code contains no specific provisions prohibiting night work for young persons under the age of 16 years in the interval between 10 P.M. and 6 A.M. of the following day.

The directive, however, raises compliance problems with convention No. 90 the prohibition was not in conformity with the prohibitions of the convention should cover a period of at least 12 consecutive hours.

The Convention prohibits night work for persons under 18 years of age in all industrial undertakings. Under the convention, the term "night" signifies a period of at least 12 consecutive hours, given that; for young persons under 16 years of age, this period shall include an interval of at least seven consecutive hours between 10 P.M. and 7 A.M. under article 162 of the Labor Code, the Secretary of Labor and Employment, by appropriate orders, sets and enforces

mandatory occupational safety and health standards designed to reduce or eliminate hazard in the work place. Among others, those standards effectively define hazardous and non-hazardous establishments; provide standards for the safe handling and/or operation of machines, material and chemicals; and sets guidelines for the establishment a first aid treatment, use of protective devices, fire protection and the provision of occupational health services (ILS 1994:66-67).

Furthermore, the Child and Youth Welfare Code states that every child has the right to a well rounded development of his personality to the end that he may become a happy, useful and active member of the society.

The child is recognized as a unique person, different from other children. He has multiple capacities and talents that are distinct from those of others. Child development theorist Gardner (1985) proposed that all humans possess multiple, in contrast to only one, intelligences. Multiple intelligences are inherent in each person. Each individual may be good in at least one of these.

In some cases, a person may be good in several of them. Some cultures allow or encourage the development of such competencies or skills that are highly valued in their culture such as sensitivity is very important within the Filipino culture because it inputs premium on treating your fellow in the best way possible. Children are encouraged to observe and understand what is not being said but is nevertheless being understood by members of the society.

In other cultures, excellence in Science and Mathematics is highly encouraged among children. Because situations of children's unique qualities, they may look at situations in their own individual way.

Part of child's multiple capacities is his or her inherent resiliency. Resiliency is the human capacity to face, overcome, and be strengthened or even transformed by adversities in life (Gratberg, 2005). In almost every culture, children are exposed to conflicts and contradictions, which may exist in their or outside the home. Children's resiliency helps them cope well with various situations to they invariably adapt themselves.

A good example of this ability is the way children cope with long term abuse in the home without developing unacceptable behavior or emotional problems. Instead they develop a strong sense of self-aid, a highly developed sense of morality. But even the children maybe able to cope well with difficult circumstances, their resiliency is not absolute, like all humans, children have their limitations and vulnerabilities. Children's resiliency may crumble when they face extremely difficult situations. It may not with stand the continued ones ought of adversity. Social support thus important is nurturing children's inherent resiliency (Dela Cruz, et al., 2001:42).

The situation of Filipino children, including the legislative or policy measures and program responses, in terms of the following five areas of concern, were highlighted in the convention on the rights of the child and inferred from the Declaration on the Survival, Protection and Development of Children, to wit:

1) Family care and alternative parental arrangements; 2) Basic health and nutrition, welfare and social security, and safe environment; 3) Basic education, leisure, recreation, and cultural activities; 4) Protection of children in especially difficult circumstances, and 5) fundamental civil rights of children.

Family life is recognized as the single most significant social force for the survival, protection and development of Filipino child. The values of the family are, however, affected by industrialization and urbanization, technological changes, new gender roles and altered perception of marriage. There are pressures on the family stability and even indications of the increasing number of solo parents.

As the Philippines began to recover from the economic and political crises of the first half of the decade, some improvements more noted in the situation of Filipino children, specifically, the infant mortality rate remained at 61.0 for the period 1980 – 1990 while there was a decrease in the child mortality rate during the latter half of the 80's. Still, communicable diseases continued to be the major causes of infant deaths and child morbidity. There were improvements in the nutritional conditions of the pre-school and school age children. Moreover, participation rate in the elementary school has reached 99.04 percent in school year 1990-91 although an achievements level has still to be improved.

Of serious concern is the determination in terms of the conditions of children in especially difficult circumstances. These include the children who are sexually exploited, disabled children, working children, diligent youth, youth

offenders, drug dependents, street children, children in situations of armed conflict, children in cultural communities and children victims of natural disasters.

Major legislator relative to children are found in the 1987 constitution, the child and youth welfare code (P.D.: 603) the family code, and the revised penal code. In general, the Philippines has a comprehensive set of programs for child survival, protection, and development but more critical deficiencies are noted in its implementation which is largely due to lack of resources (The Filipino 2000 and Beyond, a Primer from the Philippines Plan of Action for Children).

The Department of Education desires to make education accessible to out-of-school youth and adults who live in remote barangays of the country. It is in this context that the alternative learning system (ALS) Mobile Teacher Program was conceptualized as a timely educational intervention program. This is in line with the concept of bringing education where the learners are. The ALS Mobile Teacher Program is an immediate response to the demand of millions of target learners for relevant and accessible alternative learning system. ALS mobile teachers are "specialized teachers" who live among the people in remote barangays of the country to conduct intensive community-based training for illiterate out-of-school youth and adults who are willing to learn basic literacy skills. The ALS Mobile Teachers perform various duties and responsibilities that range from conduct of learning sessions with the learners, develop literacy and other related skills based on the ALS competencies, establish functional

networking and reporting system, conduct action-research activity and other related functions.

The target sites and communities for this program are those with high illiteracy rate, big number of out-of-school youth and adults and identified strong Republic Schools (SRS) barangays. The ALS Mobile Teacher helps improve the quality of their lives and help them becomes useful members of their communities by helping them read, write and compute. Learning sessions takes place in the community using ALS learning modules for at least a learners have become literate (for Basic Program) or has acquired necessary competencies (for Accreditation and Equivalency Program) before moving on to another barangay.

Boyden and Myers (1995: 8) emphasize the importance of education with those words: "Education is considered by many to be the single most important weapon government can wield against child labor."

The worst forms of child labor convention, 1999 (no. 182), stipulates that each member state shall take into account the importance of education in eliminating child labor. Article 7, 2 (c) states that member states shall ensure access to free basic education and, whenever possible and appropriate. Vocational training for all children removed from the worst forms of child labor (ILO, 1999: 3). Children in school, although still able to work, are less likely to be working full time or in hazardous conditions. Furthermore, studying provides

children with the knowledge and skills they need to be successful members of their societies.

Quality education is the most effective way to stem the flow of school-aged children into work and prevent them from becoming engaged in abusive forms of employment (ILO, 1999: 175 - 184; UNICEF, 1999: 12). Evidence indicates that, whenever the age of universal schooling has been established at 14, it has signaled a virtual end to child labor (Weiner, 1991: 156).

However, bringing working girls into the classroom will not be as simple as building more schools or changing legislation, although these are important, because boys and girls will attend school only if parents are convinced that schooling will benefit their children.

As stated in an ILO-IPEC report on strategies in education as a means of combating child labor (Haspels, et al., 1999) among large parts of the population in many countries, parents still tend to favor the education of boys over girls. A range of other constraints may impede girls' access to education. Early marriage and the payment of dowries or bride prices may act as disincentives to poor parents to send their daughters to school. In many cases, long distance between home and school and possible unsafe conditions on the way discourage parents from sending girls to school.

Other factors limiting education are the religious beliefs and cultural practices in some societies that make parents unwilling to permit their daughters to attend co-educational schools, particularly after reaching puberty.

Furthermore, most educational system does not enable young pregnant girls or teenage mothers to stay in school. Finally, many girls cannot go to school because of their household responsibilities. They look after the household to enable their mothers to go out to work or help their mothers in whatever activities they are undertaking.

Simply trying to enforce education will not work. Awareness-raising among parents and children on the importance of education for girls is crucial. Furthermore, alternative and innovative quality education programmes must be developed. Alternative learning system need to be developed that take into account the needs of both boys and girls. Formal education systems also need to be more flexible; allowing children to carry out light work during social periods, such as harvest, taking the classrooms to where the girls are working could be an effective move. Other relevant strategies include building more schools close to communities, reducing the travel distance for girls; recruiting more female teachers; developing school curricula that promote gender equality and establishing programmes for women education and skills training, as these stimulates and reinforce programmes for educating girls (Haspels, et al., 1999: 7-8).

The department of Social Welfare and Development office has different child welfare programs. They have community-based service for street children are services provided to those below 17 years old who cannot benefit from structured rehabilitation in a center to "get them" off the street with the end view

of reintegrating them into the society. It is provided through the conduct of informal group meetings and supervised activities in the street or places of work to understand their situation, offer assistance and impart desirable values. It also includes provision of educational assistance for formal, informal or other forms of alternative education and at the same time provide their families opportunities to develop their parenting skills and improve socio-economic condition. The Community-Based Service for Delinquent Youth, it is the provision of interventions and opportunities to prevent delinquent youth from entering the juvenile justice system and direct their activities to more gainful and productive ones to enable them to acquire socially accepted behavior. The service calls for a level of intervention addressed to the community and the law enforcement. The Peer Groups Services (PGS) refers to opportunities provided to out of school youth who are members of the Pag-asa Youth Movement (PYM) to enable them to engage in worthwhile and productive activities for their social, economic, physical, spiritual and mental development to become contributing members of the community. It is preventive and developmental in approach and is implemented through its social interventions (Capsulized Manual on Community Welfare Program, DSWD, 1995: 4 - 11).

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which all children realize their full potential in societies that respect people's rights and dignity.

Plan seeks to achieve lasting improvements in the quality of life of deprived children in developing countries through a process that unites people across cultures and adds meaning to their families and their communities to meet their basic needs and to increase their ability to participate in and benefit from their societies; fostering relationships to increase understanding and unity among peoples of different cultures and countries, and promoting the rights and interest of the world's children.

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Related Studies

Several researchers were conducted both local and foreign which were found to have some bearing to the present investigation.

Werner (2009) conducted a study entitled "Minors in the Mines: Archaeological Indicators of Child Labor in Prehistoric Mining Contexts in Europe". Using the prehistoric mining complex of Hallstatt in alpine Austria as a case study, this thesis highlights how a reevaluation of existing data can provide a more inclusive interpretation of childhood even in the distant past. By viewing the existing material and biological evidence through the theoretical lens of Grete Lillehammer's child's world, and incorporating additional lines of evidence through analogy, a child-centric analysis can be generated. Future directions for the study of children and childhood in prehistoric mining contexts are discussed in the course of demonstrating the unique opportunity these communities provide to discuss childhood in occupationally specialized societies.

The above study is similar to present study since both studies involved child labor as the main focus of the studies. However, the two studies differ in some aspects like the research design. The study of Werner is a case study while the present study is descriptive in nature.

A study entitled "Causes of Child Labor – A Case Study in Babati Town, Tanzania" was conducted by Johansson in 2009. This study was aimed in finding the underlying causes behind child labour among boys in Babati Town,

both from the researcher's - and the children's own perspective. The study was accomplished through a qualitative case study in Babati Town and the data were gathered through semi-structured interviews, primarily with the child labourers' themselves to get the right child perspective. The data from the interviews was analyzed according to four chosen theories of underlying causes behind child labor with the purpose to see to what extent the findings of the study correlate to the indicators outlined in each theory. The study found that indicators from each theory correlating with the Babati case with poverty as the major underlying cause behind the laboring. From the child laborer's perspective was poverty the underlying cause for their laboring. Poverty on its own was though, from the researcher's perspective, found to be insufficient to explain the prevalence of child labor. The problem of child labor is massive due mainly widespread poverty but also due the social context and its traditions, insufficient funding, school policies and inadequate implementing of important regulations.

The study of Johansson was deemed similar to the present study simply the two studies were about child labor. In some respect, the two studies differed in the research design employed. The study of Johansson was qualitative in nature while the present study was a quantitative one.

Dela Cruz (2008) in her study entitled "School Behavior of Child Laborers as Perceived by their Teachers: Basis for Administrative Intervention" revealed that child laborers have moderately acceptable school behavior in and outside of the classroom.

The study of Dela Cruz was study to the present study since both studies focused on child labor. The two studies differed in terms of respondents. The study of Dela Cruz involved teachers while the present study involved in-school and out-of-school children.

Chau (2007) in his study entitled "A Case Study of the Experiences of Child Domestic Workers in Ho Chi Minh City, Vietnam" revealed the following findings: 1) Domestic work is among the lowest status, least regulated and poorest remunerated of all occupations, whether performed by adults or children; 2) most child domestic workers live-in and is under exclusive, round-the-clock control of the parents (normally the female head of household); they have little freedom for free time; 3) about 19 percent of child domestic workers and girls, the powerlessness within the household renders them especially vulnerable to sexual abuse; 4) many child domestic workers do not handle their earnings, some are unpaid; the earnings, some are unpaid; the earnings of others are commonly given to parents or people other referred to as "auntie's" but who in reality are unrelated recruitment adults; 5) the live-in child domestic workers are cut off from his/her own family, has little opportunity to make friends and almost no social exchange with peers.

Chau's work has the same bearing with the present study in the sense that just like in Vietnam child domestic workers exist also in the Philippines where children are exposed to physical and psychological trauma that needs for an

intensive intervention of all different agencies concerned on the fight of children's rights.

Ibanga (2007) conducted an study entitled "Child Labor in Nigeria: A Religious Educational Response", revealed the following: 1) the problem of child labor in the context of contemporary Nigerian society, 2) The phenomenon of child labor cannot be seen as isolated from education and poverty, 3) adult education is needed so that they may have a fuller understanding of the development needs of children and the problem of child labor, and 4) Advocacy for a collaborative effort of all actors-employers, professionals, policy makers, politicians, parents, teachers, voluntary agencies and religions organizations and communities to work for the well being of children.

Based on findings of Ibanga, he concluded that effective use of religious education can bring about a new vision as well as a new way in valuing and appreciating children in Nigeria society.

Casiño (2005), in his study entitled "Child Labor Practices in Catbalogan: Inputs to the Child Welfare Development Programs," stated that the typical child laborer who is in-school is more or less 14 years of age, male, a Roman Catholic, whose father reached elementary level and a farmer, whose mother reaches elementary level and a housewife, belongs to a family of eight members, born as a second child, with an average family income of Php2,749.35, and earns Php511.43 through child labor.

Casiño's study correlates with the present study since just like the people of Catbalogan and other municipalities and cities in the entire Province of Samar need total development in terms of skills training and education to the out-of-school youth and to all parents that can assist to their daily activity for the greater benefit of their family.

Cabadsan (2004), in her study entitled "Perceptivity of Out-of-School Youth and Unemployed Adults to Non-Formal Education Program in Districts of Wright I and II: Basis for Program Improvement," stated that out-of-school youth and adults have potential in nation building, the government implemented various programs especially their usefulness as responsible citizens who can make significant contribution to nation building. The Philippine Education Commission recommended that the needs of the out-of-school youth in both urban and rural areas be served in special trainings to uplift their socio-economic condition through non-formal education.

Cabadsan's study is related to the present research in terms of the non-formal activities and skills training for the out-of-school youths as her respondents while the present study classified its respondents as: in-school, drop-outs and no schooling. Moreover, Cabadsan's study categorized the respondents as coming from the two districts in the Division of Samar.

Liwalug (1999) in his study "Development Program for the Out-of-School Youths of Pinabacdao: A Proposal" revealed that investigation is very much concerned with the real inspirations of its clientele in order to propose a

development program for the out-of-school youth in Pinabacdao necessary for their proper adjustment in life.

There is similarity between Liwalug's study and the present study in the sense that both studies are concerned with the promotion and development of the occupational skills and improvement of human life in the community populace particularly that out-of-school youth.

De Ocampo, Jr. (2001) in his study entitled "Determinants and Consequence of Child Labor in the Philippines: Evidences from the 1995 Survey of Children 5 - 17 Years Old" revealed that residence, social status of the household, and parents' education are significant explanatory variables on the child's likelihood of working. Age, sex, and birth order of the child are also significant predictor variables.

Among the demographic household indicators, only family size appeared as significant explanatory variable in the child's likelihood of working. Despite the relatively low socio-economic profiles of the child laborers, majority of them consistently prefer to study, most parents, too, consistently prefer their children to study. This consistent preference for study varies according to the age, sex, and birth order of the child. It further varies according to parents' education and households' social status. Although very small in number, a pattern also exist that the age of the child, and parent's education significantly varies with the consistent preference for work. Inconsistent preferences for study and work among parents and children are also small in number and do not vary according

to the aforementioned variables. It is, however, worth noting that in the Philippine setting, there is already few number of children who take the initiative to work even without the behest of their parents, and there are also those are being reprimanded by their parents to work.

De Ocampo further concludes that exposure to physical, chemical and biological hazards in the work place increases, the working children's livelihood of suffering occupational injury and illness. It also increases with the duration of the work of the child. Moreover, physically tiring work, and work that involves heavy physical exertion are also influential in the experience of occupational injury and illness among working children.

Based on findings and conclusions, she recommends that the current statistical analysis posits that child labor programs in the country can only be more effective if they include the alleviation of the socio-economic status of the household. Immediate solutions, however, can materialize through proper observance of laws governing the restriction of children in the workplace especially those that endanger their health.

The researcher found similarity on de Ocampo's study and the present study in the sense that extent of child labor practices and problems.

Baso (1998) in her study about the "Child Labor Law in Selected Municipalities of Benguet" stated that 1) the objectives of the implementation of child labor in selected municipalities of Benguet were moderately attained; 2) the main blocks of child labor law was much implemented; 3) the level of

effectiveness of technique used in the implementation of child labor law was moderately effective; 4) the level of success of child labor services was successful; and 5) the degree of success of child labor law was very serious.

The researcher found similarity on Baso's study and the present study in the sense that both studies dealt with child labor and its implementation.

The foregoing literature and studies cited have relevance to the present study in the sense that all of them are concerned with child labor practices and child labor problems. The studies somehow provided the researcher insights and direction in the conduct of the present study.

Chapter 3

METHODOLOGY

This chapter presents the methods and procedures used in the study. It describes specifically the research design, instrumentation, validation of instruments, sampling procedure, data gathering procedure and statistical treatment of data.

Research Design

The study employed the descriptive-developmental research design using the structured interview as the principal instrument to gather the needed data in order to answer the research questions.

The researcher attempted to determine the child labor practices of in-school and out-of school child laborers in the Province of Samar. Moreover, the educational profile of the child laborers was determined in terms of their educational attainment, academic performance, classroom attendance and attitude towards schooling.

Comparative analyses were done to: 1) establish a significant difference in the child labor practices according to the respondents' classification, and 2) establish a significant difference in the educational profile according to the respondents' classification.

Moreover, correlational analyses were done to establish whether there are significant relationships between the child labor activities of the respondents and their: 1) profile, 2) parent-related variates, and 3) educational profile.

Descriptive and inferential statistical tools were used to analyze the data collected, namely: frequency counts and percentages, weighted mean, standard deviation, Spearman-rank order correlation coefficient, ANOVA, and z-test.

Instrumentation

To gather the needed data, the researcher resorted to the use of a questionnaire. There were two sets of questionnaires used – one for the child laborers and another set for the parent-respondents.

For the respondents, Part I comprised items for their profile namely: age, sex, birth order in the family, social, religious and other activities engaged in, and average income derived from child labor. Part II comprised a checklist of the child labor practices that they engaged in and opposite these activities; they were asked the corresponding income derived from such activities. Part III comprised questions for determining the educational profile of the respondents in terms of their educational attainment, academic performance while in-school, history of attendance in school, and attitude towards schooling. The item on attitude towards schooling will be in a form of a checklist, where the respondents were made to respond to attitude statements using a Likert five-point scales of 1 to 5, where 1 means strongly disagree (SD), 2 means disagree (D), 3 means

uncertain (U), 4 means agree (S) and 5 means strongly agree (SA). Part IV identified problems encountered by the respondents. A list of problems was enumerated and problems they encountered will be checked. After which, the respondents was asked to rank the problem they have identified according to gravity. The specified ranks were placed on a space provided opposite these problems.

For the parents, Part I was composed of items designed to determine their profile, such as: age; educational attainment; occupation; other sources of income; family size, and social, religious and other activities engaged in. Part II was composed of items designed to determine the child-laborers attitude towards education while Part III was designed to determine the parents' attitude towards their child's labor activities. Parts I and II were in a form of a checklist, where the respondents were made to respond to attitude statements using a Likert five-point scales of 1 to 5, where 1 means strongly disagree (SD), 2 means disagree (D), 3 means uncertain (U), 4 means agree (S) and 5 means strongly agree (SA). Part IV identified problems encountered by the respondents. A list of problems was enumerated and problems they encountered will be checked. The parent-respondents were asked to rank the problems they have identified according to gravity. The specified ranks were placed on a space provided opposite these problems.

Validation of the Instrument

Since the interview schedule was researcher-made, it was subjected to two types of validation, viz 1) expert validation, and 2) dry-run. These insured the administrability and functionality of the instrument and enable the researcher to check flaws in the items and directions to therein. The researcher presented the initial draft of the instrument to his adviser, panelist during the pre-oral examination, and professors in the graduate school for their comments, suggestions and corrections. Likewise, personnel from DSWD were tapped as experts to scrutinize and give suggestions relative to the prepared instruments.

Refinements and improvements were incorporated in the interview schedule and this was administered to 15 children engaged in child labor at Catarman, Northern Samar for a dry-run on February 1 - 3, 2009. To ascertain the consistency of the responses elicited from the respondents, the reliability of the questionnaires was established through the test-retest method. The pilot testing was undertaken twice to the same group with time intervention of one day. The responses that were of the interval of ratio level of measurement like those that were collected through the Five-Point Likert Scale was recorded, tallied and processed for the two try-outs. After which, the Pearson-Product Moment Correlation Coefficient was computed to determine the relationship between the responses indicated by the respondents during the first and second try-outs. The computed correlation coefficient was pegged at 94.60 percent

which denoted that the reliability of the instrument was high and appropriate for use.

Sampling Procedure

The researcher utilized total enumeration in selecting the municipalities and/or cities as locale of the study. Municipalities or cities in the Province of Samar with reported cases of child laborers were chosen as respondent-municipalities. Thus, there were 18 municipalities involved in the study, namely: Calbiga, Talalora, Pinabacdao, Jiabong, Gandara, Tarangnan, Motiong, Pagsanghan, Sta. Margarita, Daram, Paranas, San Jose de Buan, Basey, Marabut, San Jorge, Matuguinao, Tagapul-an, and Zumarraga.

In the selection of child laborers as respondents, stratified random sampling was utilized with the municipality or city as the basis of the grouping. In determining the sample size, Sloven's formula was applied, to wit (Pagoso et al., 1978: 18).

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

Based on records of the Department of Social Welfare and Development (DSWD), a total of 2,467 cases of child laborers were reported. Thus, the study consisted 345 child laborers as samples which indicate getting 16.15 percent per

city/ municipality. Table 1 shows the sampling frame for the child laborers in the Province of Samar.

Table 1

The Sampling Frame for the Child Laborers in Samar

City/Municipality	Reported Number of Child Laborers	Sample size
Gandara	110	15
Tarangnan	117	16
Motiong	119	17
Pagsanghan	105	15
Sta. Margarita	95	13
Daram	301	42
San Jose de Buan	280	39
Basey	115	16
Zumarraga	108	15
Paranas	125	18
Catbalogan City	308	43
Calbayog City	298	42
Tagapul-an	20	3
Matuguinao	122	17
San Jorge	39	5
Marabut	20	3
Calbiga	96	13
Talalora	10	1
Pinabacdao	54	8
Jiabong	25	4
Total	2467	345

In the selection of the respondents, the researchers assigned code numbers to each child laborer by city/municipality. A table of random numbers was used to identify the actual respondents of the study.

For the parent-respondents, purposive sampling was applied inasmuch as the parents (mother or father) of the selected child laborer-respondent automatically became as respondents for the parents' group.

Data Gathering Procedure

The researcher asked permission from the chief executives of the different cities and municipalities covered by the study to allow him to undertake interviews to the identified child laborers. He coordinated with the heads of the DSWD and Department of Education to facilitate tracking of these respondents as well as their parents

The researcher administered the questionnaires to child laborers and their parents for the whole month of February. This ensured a high percentage of participation among identified respondents.

Statistical Treatment of Data

The data obtained were tallied, scored, tabulated and grouped according to the type of respondents. These data was analyzed and interpreted employing appropriate descriptive and inferential statistics, such as: frequency counts and percentages, mean and/or weighted mean, standard deviation, Spearman-rank order correlation coefficient, ANOVA, and z-test.

Frequency counts and percentages. These were used to analyze the profile of the respondents (child laborers and their parents) in terms of sex, educational attainment, occupation, activities engaged in, and other sources of income. Moreover, these descriptive statistics was also used for identifying the different child labor activities undertaken by the child laborers involved in the study.

Mean and/or weighted mean. The mean was employed to determine the profile of the respondents in terms of: age, income, family size, income per month, and the like. The weighted mean was used to determine the attitude towards schooling of the child laborers involved, the parent-respondents' attitude towards education, and the parent-respondents' attitude towards the child-labor activities of their children. The computed weighted mean was interpreted using the guide shown in Table 2.

Table 2

Interpretation Guide for the Computed Weighted Means

Interval	Descriptive Evaluation	Interpretation
4.51 – 5.00	Strongly Agree (SA)	Very Favorable Attitude
3.51 – 4.50	Agree (A)	Favorable Attitude
2.51 – 3.50	Uncertain (U)	Neutral Attitude
1.51 – 2.50	Disagree (D)	Unfavorable Attitude
1.00 – 1.50	Strongly Disagree (D)	Very Unfavorable Attitude

Standard deviation (SD). This statistical tool was used together with the mean to describe the profiles of the child laborers and parent-respondents involved in the study. This provided information relative to the degree of variability of the respondents' age, income, family size, and the like.

Spearman-rank order correlation coefficient (r_s). This statistical tool was used to establish relationships among the variables considered in the study. This was used to establish the reliability of the prepared instrument through the test-retest method. The computed r_s was interpreted using Table 3 as a guide as suggested by Ebel (1965: 242).

Table 3

Ebel's Interpretation Guide for the Reliability Coefficient

Reliability Coefficient	Interpretation
0.95 – 0.99	Very high, rarely found among teacher-made tests.
0.90 – 0.94	High, equaled by few tests
0.80 – 0.89	Fairly high, adequate for individual measurements.
0.70 – 0.79	Rather low, adequate for group measurements, but not very satisfactory for individual measurement.
Below 0.70	Low entirely inadequate for individual measurement although useful for group and school survey.

ANOVA. This statistical tool was used to compare the respondents and parents perceptions on child labor practices.

z-test. This was employed to compare the child labor practices of the respondents – in-school and out-of-school.

Fisher's t. This statistical tool was utilized to determine the significance of the computed correlation coefficient between the child labor practices and the different variates considered in the study (Walpole, 1982:220).

All the hypotheses of the study were tested at 0.05 level of significance.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the pertinent data gathered, the analysis done, as well as its corresponding interpretation. Specifically, the following herein 1) respondent's profile, child labor activities, and attitude towards education, 2) problems encountered, corresponding solutions suggested by the respondents, and 3) tests of hypotheses.

Profile of the Respondents

The profile of in-school and out-of-school were gathered, such as: age, sex, birth order in the family, social, religious and other activities engaged in, and average income derived from child labor are herein presented.

Age. Table 4 presents the age distribution of the two groups of respondents. As gleaned from the table, there were 47 in-school and 298 out-of-school respondents involved in the study, for the in-school respondents the youngest age was pegged at 9 years old while the oldest was 17 years old. The highest frequency for this group was aged 17, 14 and 13 years old with seven respondents. Only one of in-school respondents was nine years old. The mean age of in-school respondents was posted at 14.32 years old with a standard deviation of 2.06 years.

Table 4

Age Distribution of the Child Laborer-Respondents

Age (in years)	Category		Total	Percent
	In-school	Out-of-School		
17	9	92	101	29.28
16	6	51	57	16.52
15	7	48	55	15.94
14	9	35	44	12.75
13	9	23	32	9.28
12	3	8	11	3.19
11	1	5	6	1.74
10	2	17	19	5.51
9	1	6	7	2.03
8	0	7	7	2.03
7	0	5	5	1.45
Not Specified	0	1	1	0.29
Total	47	298	345	100.00
Percent	13.62	86.38	100.00	-
Mean	14.32 yrs	14.66 yrs	14.62 yrs	-
SD	2.06 yrs	2.58 yrs	2.51 yrs	-

Among the 298 out-of-school, the youngest was seven years old and the oldest was 17 years. The highest frequency of 92 was 17 years old, followed by those who were 16 years old with 51 respondents. The least number of five respondents were seven and 11 years of age. Thus, the mean age of out-of-school respondents who were engage in child labor was pegged at 14.66 years old with a standard deviation of 2.58 years.

As a whole, out of 345 respondents engage in child labor, the highest number of 101 or 29.28 percent was 17 years old, followed by those who were 16 years old with 57 respondents or 16.52 percent. The average age of the respondents was posted at 14.62 years old with standard deviation of 2.51 years.

Sex. As regards to the sex distribution of the respondents, Table 5 shows that majority for the two groupings are males with 25 respondents for in-school and 182 out-of-school, a total of 207 respondents or 60.00 percent. Thus, in general, out of 345 respondents, 207 or 60.00 percent comprised the male's and 136 or 39.42 percent comprised the females. Hence, the majority of those engaged in child labor are males.

Table 5

Sex Distribution of the Child Laborer-Respondents

Sex	Category		Total	Percent
	In-school	Out-of-School		
Male	25	182	207	60.00
Female	22	114	136	39.42
Not Specified	0	2	2	0.58
Total	47	298	345	100.00
Percent	13.62	86.38	100.00	-

Birth order in the family. As illustrated in Table 6, the highest numbers of in-school respondents were born as the first child followed by the second child with 82 and 76, respectively. One of them was the fourteenth child. Among the out-of-school, the highest frequency of 11 was second child, followed by those who were born first with 10. One of the out-of-school respondents was born on the eight and eleventh.

Table 6

Child Laborer-Respondents Birth Order in the Family

Birth Order	Category		Total	Percent
	In-school	Out-of-School		
14	1	0	1	0.29
11	0	1	1	0.29
9	1	0	1	0.29
8	3	1	4	1.16
7	4	2	6	1.74
6	14	2	16	4.64
5	17	6	23	6.67
4	39	9	48	13.91
3	53	5	58	16.81
2	76	11	87	25.22
1	82	10	92	26.67
Not Specified	8	0	8	2.32
Total	298	47	345	100.00
Percent	86.38	13.62	100.00	-

As a whole, the most number of children involved in the study were “first born” with 26.67, followed by 25.22 percent.

Social, religious and other activities engaged in. Table 7 presents the different social, religious and other activities engaged in by the child laborers.

As gleaned from the table in terms of child laborers social activities, there were 36 or 76.60 percent engaged in “Attending fiestas, reunions of families, relatives and friends.” And the lowest frequency of 11 or 23.40 percent was “Members of the organizations.” The highest frequency for religious activities was posted at 19 or 40.43 by “Attending Sunday mass” and four or 8.51 percent were “attending religious choir activities.” Meanwhile, 22 or 46.81 percent engaged in “Playing/coaching basketball and other sports” and “Attending activities of farmers’ organizations” was posted at 12 or 25.53 percent for in-school respondents.

For out-of-school, in terms of social activities, a highest frequency of 183 or 61.41 percent was engaged in “Attending fiestas, reunion of families, relatives and friends.” The lowest frequency of 10 or 3.36 was engaged in “Members of organizations.” For religious activities, a highest frequency of 73 or 24.50 percent was “Attending Sunday mass” and the lowest frequency posted at seven or 2.35 percent were “Attending novenas and prayer meetings.” For other activities, 66 respondents or 22.75 percent engaged in “Playing/coaching basketball and other sports” and 17 or 5.70 percent was posted on “Attending activities of farmers’ organizations.

Table 7

Child Laborer-Respondents' Activities Engaged In

Category/Activities	Category				Total	%
	In-school	%	Out-of-School	%		
Social Activities						
Attending assemblies, meetings, PTCA	12	25.53	38	12.75	50	14.49
Member of organizations	11	23.40	10	3.36	21	6.09
Member of dance troupes	17	36.17	49	16.44	66	19.13
Attending fiestas, reunion of families relatives and friends	36	76.60	183	61.41	219	63.48
Religious Activities						
Attending Sunday mass	19	40.43	73	24.50	92	26.67
Confessing during first Friday of the month	9	19.15	8	2.68	17	4.93
Attending novenas and prayer meetings	14	29.79	7	2.35	21	6.09
Attending religious choir activities	4	8.51	8	2.68	12	3.48
Other Activities						
Attending activities of farmers' organizations	12	25.53	17	5.70	29	8.41
Playing/coaching basketball and Other sports	22	46.81	66	22.15	88	25.51

Average income derived from child labor. As reflected in Table 8, the out-of-school youths posted the highest average income from child labor which amounted to Php 1,551.92, and then the in-school respondents earned an average Php 1,254.68.

In general, the average income of the child laborers involved in this study was posted at Php 1,511.31 with a standard deviation of Php1,154.74. This indicates that the income they derived from child labor is very meager.

Table 8

**Child Laborer-Respondents' Average Income Derived
from Child Labor**

Income in (PHP)	Category		Total	Percent
	In-school	Out-of-School		
5, 500.00 and above	1	5	6	1.74
4, 500.00 - 5,499.00	1	4	5	1.45
3, 500.00 - 4,499.00	3	10	13	3.77
2, 500.00 - 3,499.00	2	43	45	13.04
1, 500.00 - 2,499.00	6	71	77	22.32
500.00 - 1,499.00	22	139	161	46.67
below PHP 500.00	12	25	37	10.72
Not Specified	0	1	1	0.29
Total	47	298	345	100.00
Percent	13.62	86.38	100.00	-
Mean	PHP1,254.68	PHP1,551.92	PHP1,511.31	-
SD	PHP1,274.15	PHP1,131.70	PHP1,154.74	-

Profile of Respondents' Parents

This section discusses the profile of respondents' parents along age, educational attainment, occupation, other sources of income, family size, social, religious and other activities engaged in, attitude towards education, and attitude towards their child's labor activities.

Age. As gleaned from Table 9, there were 47 in-school and 298 out-of-school parent-respondents involved in the study. For the in-school parent-respondents, the youngest age was pegged between 37 to 43 years old while the oldest was between 72 to 78 years old. The highest frequency for this group was age 37 to 43 years with 16 parent-respondents, followed by those who were 30 to 36 years old with 10 and only one in-school parent-respondents for the following

Table 9

Age Distribution of the Child Laborer-Respondents' Parents

Parents' Age (in years)	Child Laborers' Category		Total	Percent
	In-school	Out-of-School		
72-78	1	0	1	0.29
65-71	1	9	10	2.90
58-64	1	13	14	4.06
51-57	5	35	40	11.59
44-50	9	49	58	16.81
37-43	16	98	114	33.04
30-36	10	52	62	17.97
23-29	3	26	29	8.41
Not Specified	1	16	17	4.93
Total	47	298	345	100.00
Percent	13.62	86.38	100.00	-
Mean	42.87 yrs	42.27 yrs	42.35 yrs	-
SD	9.61 yrs	9.89 yrs	9.84 yrs	-

age categories: 72 to 78, 65 to 71, and 58 to 64 years old. The mean age of in-school parent-respondents was posted at 42.87 years old with standard deviation of 9.61 years.

Among the 298 out-of-school parent-respondents, the youngest were between 37 to 43 years old with 98 parent-respondents and the oldest were between 65 to 71 parent-respondents. The highest frequency of 98 between 37 to 43 years, followed by those who were between 30 to 36 years old with 52 parent-respondents, the least number of nine respondents were between 65 to 71 years of age. Thus, the mean age of out-of-school parent respondents was pegged at 42.27 years old with standard deviation of 9.89 years.

As a whole, out of 345 parent-respondents of child laborers, the highest number of 114 or 33.04 percent was between 37 to 43 years old, followed by those who were between 30 to 36 years old with 62 parent-respondents or 17.97 percent. The average age of the parent-respondents was posted at 42.35 years with a standard deviation of 9.84 years.

Educational attainment. Table 10 presents the educational attainment of the child laborer-respondents' profile. As shown in Table 10, the highest number of the in-school parent-respondents has reached elementary level with parent-respondents, followed by those who have finished high school with seven and high school level with seven parent-respondents. There were two of the in-school respondents' parents who had graduated in college. Among the 298 out-of-school, the highest number of parent-respondents reached the elementary

level, followed by those who graduated in elementary with corresponding frequency of 101 and 74, respectively. Forty-four of them had no schooling and 27 parent-respondents did not specify their educational attainment.

Table 10

Educational Attainment of the Child Laborer-Respondents' Parents

Parents' Educational Attainment	Child Laborers' Category		Total	Percent
	In-school	Out-of-School		
College Graduate	2	4	6	1.74
High School Graduate	7	10	17	4.93
High School Level	7	38	45	13.04
Elementary Graduate	6	74	80	23.19
Elementary Level	20	101	121	35.07
No Schooling	0	44	44	12.75
Not Specified	5	27	32	9.28
Total	47	298	345	100.00
Percent	13.62	86.38	100.00	-

Generally, among the 345 respondents, the highest number of their parents', that is, 121 or 35.07 percent reached elementary level, followed by 80 or 23.19 percent who had finished elementary. Only six of the parent-respondents have finished college. Therefore, the parents of the child laborer did not able to finished basic education.

Occupation. Table 11 shows the parents' occupation. As shown in the table, the highest number of their parents, that is, 13 was domestic helper and the least of one who was a housewife, carpenter/barber, government employee and barangay official.

Among the out-of-school youth, 113 were farmer/fisherman, followed by 53 who are not working. Three of their parents were government employees, dressmaker r tailor and engaged in prostitution.

Table 11

Occupation of the Child Laborer-Respondents' Parents

Parents' Occupation	Child Laborers' Category		Total	Percent
	In-school	Out-of-School		
LGU Official/Barangay Worker	1	2	3	0.87
Employee	1	1	2	0.58
Dressmaker/Tailor	0	1	1	0.29
Carpenter/Barber	1	3	4	1.16
Farmer/Fisherman	11	113	124	35.94
Tricycle Driver	0	11	11	3.19
Vendor	8	46	54	15.65
Domestic Helper	13	46	59	17.10
Utility	2	6	8	2.32
Housewife	1	15	16	4.64
Prostitute	0	1	1	0.29
None	9	53	62	17.97
Total	47	298	345	100.00
Percent	13.62	86.38	100.00	-

As a whole, the modal occupation of the parents of the 345 respondents engaged in child labor was a farmer/fisherman, followed by domestic helper with 35.94 percent and 17.10 percent, respectively.

Other sources of income. Table 12 shows the other sources of income of parent-respondents. As shown in the table, the highest number of 23 who do not have other income, followed by 10 engaged in farming and 10 engaged in vending and the least number of four as domestic helpers.

Table 12

Other Sources of Income of the Child Laborer-Respondents' Family

Parents' Other Sources of Income	Child Laborers' Category		Total	Percent
	In-school	Out-of-School		
Chicken Breeding	0	1	1	0.29
Sewer/Tailor	0	2	2	0.58
Carpenter/Construction Worker	0	3	3	0.87
Farmer/Fisherman	10	50	60	17.39
Vendor	10	39	49	14.20
Domestic Helper	4	21	25	7.25
Utility/Porter	0	9	9	2.61
None	23	173	196	56.81
Total	47	298	345	100.00
Percent	13.62	86.38	100.00	-

For the out-of-school 173 had no other source of income, followed by 50 parent-respondents whose other sources of income is farming and fishing. The least number is one engaged in chicken breeding.

Family size. Table 13 presents the family size of the two groups of respondents. For in-school respondents, the family size ranged from four to 14

Table 13
Respondents' Family Size

Family Size	Child Laborers' Category		Total	Percent
	In-school	Out-of-School		
15	0	1	1	0.29
14	1	0	1	0.29
13	0	1	1	0.29
12	0	11	11	3.19
11	4	2	6	1.74
10	3	27	30	8.70
9	6	19	25	7.25
8	8	61	69	20.00
7	8	38	46	13.33
6	1	45	46	13.33
5	2	26	28	8.12
4	7	30	37	10.72
3	0	3	3	0.87
Not Specified	7	34	41	11.88
Total	47	298	345	100.00
Percent	13.62	86.38	100.00	-
Mean	8 members	7 members	7 members	-
SD	2 members	2 members	2 members	-

members where the highest frequency of eight belong to seven and eight members and the lowest number of one belong to families of six and 14 members. As regards to the out-of-school, 61 of them, belong to the families with, that is, between six members to 10 members as evidenced by the average family size of eight members and a standard deviation of two members.

Social, religious and other activities engaged in. Table 14 contains the activities engaged in by the child laborer-respondents' parents. As gleaned on

Table 14

Activities Engaged In by Child Laborer-Respondents' Parents

Category/Activities	Child Laborers' Category				Total	%
	In-school	%	Out-of-School	%		
Social Activities						
Attending assemblies, meetings, PTCA	26	55.32	102	34.23	128	37.10
Member of organizations	12	25.53	22	7.38	34	9.86
Member of dance troupes	12	25.53	20	6.71	32	9.28
Attending fiestas, reunion of families relatives and friends	33	70.21	176	59.06	209	60.58
Religious Activities						
Attending Sunday mass	26	55.32	104	34.90	130	37.68
Confessing during first Friday of the month	14	29.79	17	5.70	31	8.99
Attending novenas and prayer meetings	14	29.79	28	9.40	42	12.17
Attending religious choir activities	6	12.77	6	2.01	12	3.48
Other Activities						
Attending activities of farmers' organizations	0	0.00	0	0.00	0	0.00
Playing/coaching basketball and Other sports	0	0.00	0	0.00	0	0.00

the table, in terms of social activities for in-school parent-respondents, a highest frequency of 33 or 70.22 parents were engaged in "Attending fiestas, reunion of families, relatives and friends." And the lowest frequency pegged at 26 or 55.32 percent were "Attending assemblies, meetings, PTCS." While in the religious activities, a highest frequency was posted at 26 or 55.32 percent were "Attending Sunday mass" and the least were "Attending religious choir activities" posted at six or 12.77.

For out-of-school, a highest frequency of 176 or 59.06 percent was "Attending fiestas, reunion of families, relatives and friends" and the lowest frequency of 20 or 6.71 percent were "Member of dance troupes." Thus, on religious activities, the highest frequency was pegged at 104 or 34.90 percent were "attending Sunday mass" and followed by a frequency of 28 or 9.40 percent were "Attending novenas and prayer meetings." The lowest frequency of six or 2.01 percent corresponded on activities by "attending religious choir."

Attitude towards education. This part discussed the attitude towards education by the child-laborers' parents. For in-school parents' respondents, it can be gleaned from Table 15 that they agree with all the 10 attitude statements. The highest weighted mean of 4.30 referred to "Do you believe that education is the only way to get freedom and to be respected" followed by 4.28 weighted mean was posted, which referred to two statements, namely: 1) Do you agree that it is the parents responsibility to encourage and motivate the children and

Table 15

Attitude Towards Education by the Child-Laborers' Parents

Attitude Statements		Child-Laborers' Category				Combined Mean/ Interpretation	
		In-School		Out-of- School			
		W. Mean/ Interpretation		W. Mean/ Interpretation			
1.	Do you believe that your child income from child labor is a big help for the basic needs of the family?	4.06	A	3.90	A	3.92	A
2.	Do you believe that because of child labor a child can buy his or her personal needs, e.g. clothing and foods?	4.13	A	3.92	A	3.95	A
3.	Do you believe that because of child labor, he or she can help to buy foods for his/her friends?	4.11	A	3.94	A	3.96	A
4.	Do you believe that it is better for the children to work and earn an income for a living?	4.15	A	3.84	A	3.88	A
5.	Do you believe that children help the daily works in the farm?	4.15	A	3.89	A	3.92	A
6.	Do you agree that a child can stand with his/her own and be hardworking in he/she engage in child labor?	4.17	A	3.86	A	3.90	A
7.	Do child labor is not bad because it is his responsibility to know and understand as future parents.	4.17	A	3.94	A	3.97	A
8.	Do you believe that stomach should be the first one to be full than to go to school with empty?	4.28	A	3.99	A	4.03	A
9.	Do you believe that the family can save money coming from child labor practices which you can use in case of emergency?	4.28	A	3.93	A	3.98	A
10.	Do you believe that the child will become responsible enough in problems that they may arise?	4.30	A	3.92	A	3.97	A
Total		41.79	-	39.12	-	39.48	-
Grand Mean		4.18	A	3.91	A	3.95	A

Legend:

4.51 - 5.00 Strongly Agree (SA)

3.51 - 4.50 Agree (A)

2.51 - 3.50 Uncertain

1.51 - 2.50 Disagree (D)

1.00 - 1.50 Strongly Disagree (SD)

send them in the school, and 2) Do you strongly agree that you can send your children in the school by sacrificing working night and day. The lowest weighted mean was posted at 4.06 which referred to the statements "Do you believe that education gives hope and brighter tomorrow."

On the whole, the grand mean of 4.18 or "agree" indicated that the in-school parents' respondents have favorable attitude towards education.

As regards to the responses of those who were out-of-school, Table 12 showed that they "agree to 10 attitude statements. The highest mean was posted at 3.99 with a statement of "Do you strongly agree that you can send your children in the school by sacrificing working night and day" followed by the weighted mean posted at 3.94 which referred to two statements, namely: 1) Do you believe that education is a long lasting guide for you, your children and the next generation to come; 2) Do you agree that to become a top manager, it needs a hardship of learning? Meanwhile the lowest weighted mean was posted at 3.84 with a statement of "Does education is important to your daily lives especially with the present economic crises."

On the whole, the grand mean of 3.91 or "Agree" indicated that the parents' respondents who are out-of-school were favorable in terms of attitude towards education.

Attitude towards their children's labor activities. Table 16 showed, for the in-school, it can be gleaned that they strongly agree with the six attitude

Table 16

**Parent-Respondents' Attitude Towards their
Children's Labor Activities**

Attitude Statements		Child-Laborers' Category				Combined Mean/ Inter-pretation	
		In-School		Out-of-School			
		W. Mean/ Interpretation		W. Mean/ Interpretation			
1.	Do you believe that education gives hope and brighter tomorrow?	4.57	SA	4.54	SA	4.54	SA
2.	Do you believe that an educated parent makes all the members of the family to be an educated citizen of the community?	4.43	A	4.53	SA	4.51	SA
3.	Do you agree that to become a top manager, it needs a hardship of learning?	4.40	A	4.55	SA	4.53	SA
4.	Does education is important to your daily lives specifically with the present economic crises?	4.51	SA	4.70	SA	4.68	SA
5.	If you are an educated person, do you believe that you can lead your children to a good way?	4.47	A	4.52	SA	4.51	SA
6.	Do you agree that an educated person can easily understand simple directions and instructions that lead you to be a good performer in your present job/work?	4.55	SA	4.49	A	4.50	A
7.	Do you believe that education is a long lasting guide for you, your children and the next generations to come?	4.50	A	4.52	SA	4.52	SA
8.	Do you strongly agree that to you can send your children in the school by sacrificing working night and day?	4.62	SA	4.58	SA	4.58	SA
9.	Do you agree that it is the parents responsibility to encourage and motivate there children and send them in the school?	4.59	SA	4.52	SA	4.53	SA
10.	Do you believe that education is the only way to get freedom and to be respected?	4.53	SA	4.49	A	4.50	A
Total		45.17	-	45.43	-	45.39	-
Grand Mean		4.52	SA	4.54	SA	4.54	SA

Legend:

4.51 - 5.00 Strongly Agree (SA)

3.51 - 4.50 Agree (A)

2.51 - 3.50 Uncertain

1.51 - 2.50 Disagree (D)

1.00 - 1.50 Strongly Disagree (SD)

statements. The highest weighted mean of 4.62 with a statement of "Do you believe that stomach should be the first one to full than to go in the school as empty" followed by the statements "Do you believe that the family can save money coming from child labor practices which you can use in case of emergency" with 4.59 weighted mean. Meanwhile, the lowest was posted with a weighted mean of 4.40 with a statement "Do you believed that because of child labor, you can buy foods for your friends?"

On the whole, the grand mean of 4.52 of "Agree" indicated that the in-school parents' respondents have favorable attitude towards their children's labor activities.

In connection with the responses of those who are out-of-school, Table 13 showed that they strongly agree to eight attitude statements and was "Agree" in two remaining statements. The highest mean was posted at 4.70 or "Strongly Agree" for the statement "Do you believe that it is better for the children to work and earn an income for a learning" followed with the weighted mean of 4.58 on "Strongly Agree" with the statement of "Do you believe that the stomach should be the first one to full than to go in-school as empty." Meanwhile, a weighted mean of 4.49 was the lowest posted which referred to the two statements, the following: 1) "Do you agree that the child will become responsible enough in problems that they may arise?", and 2) "Do you agree that the child can stand with her own and be hardworking he/she engage in child labor?"

On the whole, the grand mean of 4.54 on “strongly Agree” indicated that the out-of-school parent-respondents’ attitude towards children’s labor activities have favorable attitudes.

Child Labor Practices of the Respondents

This section discusses the child labor practices of the in-school and out-of-school respondents categorized as Domestic/Household Labor, Fishing/Farming Labor, Scavenging Labor, Street Vending and other Labor Activities.

Domestic/household labor. As shown in Table 17, three out of seven listed activities were “Often” practices by the in-school respondents while three were “Sometimes” practices. Among these, the highest weighted mean of 4.17 of “Often” referred to “Cleaning the house” followed by 4.00 of “Often” for “Doing laundry.” Meanwhile, the lowest mean of 2.19 of “Rarely” Was for “Massaging the employer.” The grand mean of 3.43 indicated that in general, domestic/household labor activities were “Sometimes” practiced by the in-school respondents.

For the out-of-school, Table 17 shows that three of the seven listed activities was “Often” practices and three was “Sometimes” practices and the remaining one activity was rarely practiced. The highest weighted mean was pegged at 3.93 or “Sometimes” for cleaning the house,” followed by “Doing laundry” with a weighted mean of 3.84. Meanwhile, the lowest weighted mean was posted at 2.40 of “Rarely” which referred to “Massaging the employer.” The

grand mean of the responses of the out-of-school respondents resulted to 3.63 which indicated that domestic/household labor activities were “Sometimes” practiced by the out-of-school.

Table 17

**Child Labor Practices of Respondents
Along Domestic/Household Labor**

Domestic/Household Labor Activities	Child-Laborers' Category				Combined Mean/Inter-pretation	
	In-School		Out-of- School			
	W. Mean/ Interpretation		W. Mean/ Interpretation			
1. Cleaning the house.	4.17	O	3.93	O	3.96	O
2. Doing laundry.	4.00	O	3.84	O	3.86	O
3. Ironing clothes.	3.07	S	3.46	S	3.41	S
4. Taking care of children.	3.73	O	3.57	O	3.59	O
5. Cooking food for employer and the family.	3.43	S	3.21	S	3.24	S
6. Massaging the employer.	2.19	R	2.40	R	2.37	R
7. Caring for the sick.	3.45	S	3.10	S	3.15	S
Total	24.03	-	23.51	-	23.58	-
Grand Mean	3.43	S	3.36	S	3.37	S

Legend:

4.51 - 5.00 Always (A)

1.51 - 2.50 Rarely (R)

3.51 - 4.50 Often (O)

1.00 - 1.50 Never (N)

2.51 - 3.50 Sometimes (S)

Fishing/farming labor. Table 18 shows that among the six listed fishing and farming labor activities, three were “Often” practiced by the in-school respondents. These are: home-based working/livestock raising with a mean of

4.47, cutting trees and making fire woods for sale with a mean of 4.36 and working in the farmlands and plantations with a mean of 4.22. The two group, namely: 1) deep sea fishing and fish drying 2) dynamite fishing with weighted means of 3.31 and 2.55 respectively. Thus, the in-school respondents “rarely” practiced in electric fishing with a weighted mean of 2.27. The grand mean of their responses was posted at 3.53.

Table 18

**Child Labor Practices of Respondents
Along Fishing/Farming Labor**

Fishing/Farming Labor Activities		Child-Laborers' Category				Combined Mean/ Interpretation	
		In-School		Out-of- School			
		W. Mean/ Interpretation		W. Mean/ Interpretation			
1.	Deep sea fishing and fish drying.	3.31	S	3.82	O	3.75	O
2.	Dynamite fishing.	2.55	S	3.41	S	3.30	S
3.	Electric fishing.	2.27	R	2.88	S	2.80	S
4.	Working in the farm lands and plantations.	4.22	O	3.93	O	3.97	O
5.	Cutting trees and making fire woods for sale.	4.36	O	4.08	O	4.12	O
6.	Home-based worker/livestock raising.	4.47	O	4.26	O	4.29	O
Total		21.17	-	22.40	-	22.23	-
Grand Mean		3.53	O	3.73	O	3.70	O

Legend:

4.51 - 5.00 Always (A)

3.51 - 4.50 Often (O)

2.51 - 3.50 Sometimes (S)

1.51 - 2.50 Rarely (R)

1.00 - 1.50 Never (N)

For the out-of-school respondents, Table 18 shows that four of these activities was “often” practiced by them, that is, “Home-based worker/livestock raising, cutting trees and making fire woods for sale, working in the farmlands and plantations, and deep sea fishing and fish drying with weighted means of 4.26, 4.08, 3.93 and 3.82 respectively. The two other activities were “sometimes” practiced, that is, 1) dynamite fishing and, 2) electric fishing with weighted means of 3.41 and 2.88 respectively. Thus, farming and fishing labor activities was “often” practiced by the out-of-school inasmuch as the grand mean pegged at 3.73.

Scavenging labor. Table 19 shows that one of the four listed activities was “often” practiced by the respondents, that is, “employed in cleaning the streets”. The rest of the activities were “rarely” practiced, were the highest weighted means was posted at 2.50 and 2.22 respectively for “separator of work, e.g. biodegradable, degradable, and non-degradable. Meanwhile, the lowest weighed mean of 3.44 corresponded to “working in the dock or porters”. In general, the child laborers who had in-school “sometimes” practiced scavenging labor activities as evidence by the grand mean of 2.92.

For the out-of-school, table 16 shows that out of the four listed scavenging activities, the respondents “rarely” practice with the highest weighted mean of 2.38 which referred to “employed in cleaning the streets” meanwhile the lowest weighted mean of 1.98 or “rarely” practiced corresponded to “separator of waste,

e.g. biodegradable, degradable, and non-degradable.” Thus, the grand mean of 2.15 denoted that the out-of-school “rarely” practiced scavenging labor activities.

Table 19
Child Labor Practices of Respondents
Along Scavenging Labor

Scavenging Labor Activities	Child-Laborers' Category				Combined Mean/ Interpretation	
	In-School		Out-of-School			
	W. Mean/ Interpretation		W. Mean/ Interpretation			
1. Working in the dumpsite.	2.22	R	2.16	R	2.17	R
2. Employed in cleaning the streets.	3.53	O	2.38	R	2.53	S
3. Separator of waste, e.g. biodegradable, degradable, non-biodegradable.	2.50	R	1.98	R	2.05	R
4. Working in the docks or porters.	3.44	S	2.09	R	2.27	R
Total	11.69	-	8.60	-	9.03	-
Grand Mean	2.92	S	2.15	R	2.26	R

Legend:

4.51 - 5.00 Always (A)

3.51 - 4.50 Often (O)

2.51 - 3.50 Sometimes (S)

1.51 - 2.50 Rarely (R)

1.00 - 1.50 Never (N)

Street vending labor. As gleaned from Table 20, one of the street vending labor activities “often” practiced by the in-school respondents while two were “rarely” practiced by them. The highest weighted mean was pegged at 4.14 “often” practiced which referred to “Selling goods in the sidewalks, e.g. newspaper, candies, cigarettes, water, or cellophanes in the market” followed by

“Prostitution” and “Beggars” with a weighted means of 2.20 and 1.86 or “Rarely” practiced. Meanwhile, the three street vending labor activities were “Never” practiced as evidenced by the weighted means of 1.50, 1.00, and 1.00, respectively. Hence, the grand mean of 1.95 signified that those who had in-school “Rarely” engaged in street vending activities.

Table 20
Child Labor Practices of Respondents
Along Street Vending

Street Vending Labor Activities	Child-Laborers' Category				Combined Mean/ Interpretation	
	In-School		Out-of-School			
	W. Mean/ Interpretation		W. Mean/ Interpretation			
1. Selling goods in the sidewalks, e.g. newspapers, candies, cigarettes, water and cellophanes in the market	4.14	O	3.33	S	3.44	S
2. Barter	1.50	N	1.51	R	1.51	R
3. Beggars	1.86	R	2.54	S	2.45	R
4. Shoe cleaning	1.00	N	1.65	R	1.56	R
5. Tricycle or pedicab drivers	1.00	N	2.19	R	2.03	R
6. Child prostitution	2.20	R	2.11	R	2.12	R
Total	11.69	-	13.32	-	13.10	-
Grand Mean	1.95	R	2.22	R	2.18	R

Legend:

4.51 - 5.00 Always (A)

3.51 - 4.50 Often (O)

2.51 - 3.50 Sometimes (S)

1.51 - 2.50 Rarely (R)

1.00 - 1.50 Never (N)

For, out-of-school, Table 20 shows two the six listed activities were "Sometimes" practiced with a weighted mean of 3.33, this referred to "Selling goods in the sidewalks" followed by a weighted mean of 2.54 of "Beggars." Moreover, four of the listed activities, were "Rarely" practiced, that is, "Tricycle or pedicab drivers" with a weighted mean of 2.19, "Prostitution" with a weighted mean of 2.11, "Shore cleaning" with a weighted mean of 1.65 and "Barter" with a weighted mean of 1.51. Generally, the out-of-school "Rarely" practiced street vending activities as evidenced by the grand mean of 2.22.

Other labor practices. Data pertaining to other labor activities falling under this category are presented in Table 21. For in-school respondents, it can be gleaned from table 18 that out of the thirteen listed indicators, four were "rarely" practiced by this group. Among these, the highest weighted mean corresponded to "recruitment of children in armed conflict, entertainment working in the night club or bars, and construction worker" with a weighted means of 1.89, 1.89 and 1.89. The lowest weighted mean was pegged at 1.57 or referred to "waste your car boys". Meanwhile, the nine activities were "never" practiced were: 1) guest relation officer or sexy dancer, 2) debt bandage with a weighted means of 1.50, 3) working in the slaughterhouse, 4) working in the gasoline stations with a weighted means of 1.25, 5) carpet weavers with a weighted mean of 1.38, 6) factory workers, 7) working in the garment industry, 8) brassware, and 9) pyrotechnics factory worker with a weighted mean of 1.00 respectively. Hence, the grand mean of the responses of the in-school

respondents was pegged at 1.35 which indicated that other labor activities were “never” practiced by the in-school respondents.

Table 21

**Child Labor Practices of Respondents
Along Other Labor Activities**

Other Labor Activities		Child-Laborers' Category				Combined Mean/ Inter-pretation	
		In-School		Out-of-School			
				W. Mean/ Interpretation			
1.	Carpet weavers	1.38	N	1.11	N	1.14	N
2.	Factory workers	1.00	N	1.15	N	1.13	N
3.	Working in the garments industry	1.00	N	1.15	N	1.13	N
4.	Brassware	1.00	N	1.04	N	1.04	N
5.	Pyrotechnics factory workers	1.00	N	1.11	N	1.09	N
6.	“Wash your car” boys	1.57	R	2.00	R	1.94	R
7.	Construction worker	1.89	R	3.01	S	2.86	S
8.	Working in the gasoline station	1.25	N	1.36	N	1.35	N
9.	Debt bandage	1.50	N	1.29	N	1.31	N
10.	Entertainment worker in the night clubs or bars	1.89	R	1.33	N	1.41	N
11.	Working in the slaughterhouse.	1.50	N	1.70	R	1.68	R
12.	Guest relation officers, sexy dancers or models	1.89	R	1.24	N	1.33	N
13.	Recruitment of children in armed conflict	1.25	N	1.20	N	1.21	N
Total		13.47	-	14.56	-	14.41	-
Grand Mean		1.35	N	1.46	N	1.44	N

Legend:

4.51 - 5.00 Always (A)

3.51 - 4.50 Often (O)

2.51 - 3.50 Sometimes (S)

1.51 - 2.50 Rarely (R)

1.00 - 1.50 Never (N)

For the out-of-school, Table 21, shows one of the listed activities was “sometimes” practiced with a weighted mean of 3.01. This referred to “construction worker”. Moreover, two of the listed activities were “rarely” practiced by them while ten were “never” practiced. The activities were rarely practiced were as follows: “construction worker” with a mean of 2.00 and working in the slaughterhouse with a mean of 1.70. The lowest weighted mean referred to “brassware” with a value of 1.04 or “never”. Generally, the out-of-school “never” practiced business-related activities as evidence by the grand mean of 1.44.

Differences in the Extent of Child Labor Practices of Respondents by Age

This section discusses the differences in the extent of child labor practices according to age as supported by several tables.

Domestic/household labor. Table 22 shows the comparison of the child labor practices along Domestic/Household Labor by age group using ANOVA. It can be noted in the table that the variation between groups of represented by the mean square value of 6.528 was greater than the variation within groups with MS value of 0.645. Consequently, the computed F-value was 10.118 which turned out to be greater than the tabular value of 2.207 at df equivalent to 7 and 48, for between groups and within groups, respectively.

Therefore, the hypothesis that “There are no significant differences among the perceptions of the respondents in which child labor practices along

Domestic/Household Labor by age group” was rejected. The findings implied that the mean difference among the raters were significant, pointing out that their perceptions differed from each other.

Table 22

**Comparison of the Child Labor Practices Along Domestic/Household Labor
by Age Group Using ANOVA**

SUMMARY							
Age Grouping	Count	Sum	Weighted mean/ Interpretation			Variance	
17 years	7	24.10	3.44	S		0.199	
16 years	7	24.96	3.57	O		0.418	
15 years	7	25.26	3.61	O		0.252	
14 years	7	21.61	3.09	S		0.762	
13 years	7	19.73	2.82	S		0.293	
11 years	7	17.00	2.43	R		0.952	
9 years	7	7.00	1.00	N		0.000	
Source of Variation	SS	df	MS	F _{comp}	p-value	F _{crit}	Evaluation/ Decision
Between Groups	45.695	7	6.528	10.118	0.000	2.207	S/Reject H ₀
Within Groups	30.970	48	0.645	-	-	-	-
Total	76.665	55	-	-	-	-	-

To determine which paired groups differed significantly, the Scheffe's test was applied as shown in Table 23. Out of the 21 pairs, five were found to have significant differences, as follows: 1) 17 and 9 years old with mean difference of 2.44 and F-value of 32.31; 2) 16 and 19 years old with a mean difference of 2.57

Table 23

**Posteriori Test in Comparing the Child Labor Practices of the
Respondents Along Domestic/Household Labor
by Age Group**

Paired Groups	Difference in Means	F' _{comp}	F' _{crit}	Evaluation/ Decision
17 and 16 yrs old	0.13	0.09	13.24	NS/ Accept Ho
17 and 15 yrs old	0.17	0.15	13.24	NS/ Accept Ho
17 and 14 yrs old	0.35	0.68	13.24	NS/ Accept Ho
17 and 13 yrs old	0.62	2.10	13.24	NS/ Accept Ho
17 and 11 yrs old	1.01	5.55	13.24	NS/ Accept Ho
17 and 9 yrs old	2.44	32.31	13.24	S/ Reject Ho
16 and 15 yrs old	0.04	0.01	13.24	NS/ Accept Ho
16 and 14 yrs old	0.48	1.27	13.24	NS/ Accept Ho
16 and 13 yrs old	0.75	3.07	13.24	NS/ Accept Ho
16 and 11 yrs old	1.14	7.07	13.24	NS/ Accept Ho
16 and 9 yrs old	2.57	35.84	13.24	S/ Reject Ho
15 and 14 yrs old	0.52	1.49	13.24	NS/ Accept Ho
15 and 13 yrs old	0.79	3.40	13.24	NS/ Accept Ho
15 and 11 yrs old	1.18	7.57	13.24	NS/ Accept Ho
15 and 9 yrs old	2.61	36.96	13.24	S/ Reject Ho
14 and 13 yrs old	0.27	0.40	13.24	NS/ Accept Ho
14 and 11 yrs old	0.66	2.37	13.24	NS/ Accept Ho
14 and 9 yrs old	2.09	23.70	13.24	S/ Reject Ho
13 and 11 yrs old	0.39	0.83	13.24	NS/ Accept Ho
13 and 9 yrs old	1.82	17.97	13.24	S/ Reject Ho
11 and 9 yrs old	1.43	11.07	13.24	NS/ Accept Ho

and F-value of 35.84; 3) 15 and 19 years old with a mean difference if 2.61 and F-value of 36.96; 4) 14 and 9 years old with a mean difference of 2.09 and F-value of 23.70, and 5) 13 and 9 years old with a mean difference of 1.82 and F-value of 17.97. All the computed F-values of 10.18 were found to be greater than the

tabular/critical F-value of 2.207. Meanwhile, the rest of the paired groups were found to numerically lesser than the critical F-value.

Fishing/farming labor. To ascertain whether there are significant differences among the perceptions of the respondents on child labor practices along fishing and farming labor by age group, analysis of variance for one-way classification was applied. The results of the analysis are shown in Table 24. It

Table 24

**Comparison of the Child Labor Practices Along Fishing/Farming Labor
by Age Group Using ANOVA**

SUMMARY							
Age Grouping	Count	Sum	Weighted mean/ Interpretation		Variance		
17 years	6	20.32	3.39	S	0.103		
16 years	6	23.20	3.87	O	0.190		
15 years	6	22.83	3.80	O	0.502		
14 years	6	21.88	3.65	O	1.044		
13 years	6	21.77	3.63	O	0.985		
12 years	6	28.00	4.67	A	0.667		
11 years	6	18.83	3.14	S	1.405		
10 years	6	25.18	4.20	O	0.170		
9 years	6	19.00	3.17	S	1.500		
8 years	6	30.00	5.00	A	0.000		
7 years	6	24.17	4.03	O	0.871		
Source of Variation	SS	df	MS	F _{comp}	p-value	F _{crit}	Evaluation/ Decision
Between Groups	20.504	10	2.050	3.033	0.004	2.008	S/Reject H _o
Within Groups	37.180	55	0.676				-
Total	57.684	65	-	-	-	-	-

can be gleaned from this table that the variation between groups as represented by the MS value of 2.050 was greater than the variation within groups with MS value of 0.676. Consequently, the computed F-value was 3.033 which found to be greater than the tabular value of 2.008 at df equivalent to 10 and 55 for between groups and within groups, respectively.

Therefore, the hypothesis that "There are no significant differences among the perceptions of the respondents in child/labor practices along fishing/farming labor by age group" was rejected. The findings implied that the mean differences among the raters were significant; pointing out that their perceptions differed from each other.

To determine which paired groups had significant mean difference, Scheffe's test was applied (see Table 25) between paired group 11 and 8 years old their mean difference was 1.86. The computed F-value was 15.35 which proved to be greater than the tabular F-value of 14.17. It signified the assessment of the paired group were significantly different. Moreover, comparing the paired group, 9 and 8 years old, their mean difference was 1.83 and the Scheffe's F-value was 14.86, which was greater than the critical F-value of 14.17 at 0.05 level of significance with $df=10$ and 55. IT signified that their perceptions were dissimilar.

Table 25

**Posteriori Test in Comparing the Child Labor Practices of the
Respondents Along Fishing/Farming Labor
by Age Group**

Paired Groups	Difference in Means	F' _{comp}	F' _{crit}	Evaluation/ Decision
17 and 16 yrs old	0.48	1.01	14.17	NS/ Accept Ho
17 and 15 yrs old	0.41	0.76	14.17	NS/ Accept Ho
17 and 14 yrs old	0.26	0.29	14.17	NS/ Accept Ho
17 and 13 yrs old	0.24	0.25	14.17	NS/ Accept Ho
17 and 12 yrs old	1.28	7.23	14.17	NS/ Accept Ho
17 and 11 yrs old	0.25	0.28	14.17	NS/ Accept Ho
17 and 10 yrs old	0.81	2.88	14.17	NS/ Accept Ho
17 and 9 yrs old	0.22	0.22	14.17	NS/ Accept Ho
17 and 8 yrs old	1.61	11.50	14.17	NS/ Accept Ho
17 and 7 yrs old	0.64	1.81	14.17	NS/ Accept Ho
16 and 15 yrs old	0.07	0.02	14.17	NS/ Accept Ho
16 and 14 yrs old	0.22	0.22	14.17	NS/ Accept Ho
16 and 13 yrs old	0.24	0.26	14.17	NS/ Accept Ho
16 and 12 yrs old	0.80	2.82	14.17	NS/ Accept Ho
16 and 11 yrs old	0.73	2.37	14.17	NS/ Accept Ho
16 and 10 yrs old	0.33	0.47	14.17	NS/ Accept Ho
16 and 9 yrs old	0.70	2.20	14.17	NS/ Accept Ho
16 and 8 yrs old	1.13	5.67	14.17	NS/ Accept Ho
16 and 7 yrs old	0.16	0.11	14.17	NS/ Accept Ho
15 and 14 yrs old	0.15	0.10	14.17	NS/ Accept Ho
15 and 13 yrs old	0.17	0.13	14.17	NS/ Accept Ho
15 and 12 yrs old	0.87	3.33	14.17	NS/ Accept Ho
15 and 11 yrs old	0.66	1.94	14.17	NS/ Accept Ho
15 and 10 yrs old	0.40	0.70	14.17	NS/ Accept Ho
15 and 9 yrs old	0.63	1.78	14.17	NS/ Accept Ho
15 and 8 yrs old	1.20	6.39	14.17	NS/ Accept Ho
15 and 7 yrs old	0.23	0.23	14.17	NS/ Accept Ho

Table 25 continued

Paired Groups	Difference in Means	F' _{comp}	F' _{crit}	Evaluation/ Decision
14 and 13 yrs old	0.02	0.00	14.17	NS/ Accept Ho
14 and 12 yrs old	1.02	4.59	14.17	NS/ Accept Ho
14 and 11 yrs old	0.51	1.16	14.17	NS/ Accept Ho
14 and 10 yrs old	0.55	1.32	14.17	NS/ Accept Ho
14 and 9 yrs old	0.48	1.04	14.17	NS/ Accept Ho
14 and 8 yrs old	1.35	8.09	14.17	NS/ Accept Ho
14 and 7 yrs old	0.38	0.63	14.17	NS/ Accept Ho
13 and 12 yrs old	1.04	4.77	14.17	NS/ Accept Ho
13 and 11 yrs old	0.49	1.07	14.17	NS/ Accept Ho
13 and 10 yrs old	0.57	1.42	14.17	NS/ Accept Ho
13 and 9 yrs old	0.46	0.95	14.17	NS/ Accept Ho
13 and 8 yrs old	1.37	8.33	14.17	NS/ Accept Ho
13 and 7 yrs old	0.40	0.70	14.17	NS/ Accept Ho
12 and 11 yrs old	1.53	10.40	14.17	NS/ Accept Ho
12 and 10 yrs old	0.47	1.00	14.17	NS/ Accept Ho
12 and 9 yrs old	1.50	10.03	14.17	NS/ Accept Ho
12 and 8 yrs old	0.33	0.48	14.17	NS/ Accept Ho
12 and 7 yrs old	0.64	1.83	14.17	NS/ Accept Ho
11 and 10 yrs old	1.06	4.95	14.17	NS/ Accept Ho
11 and 9 yrs old	0.03	0.00	14.17	NS/ Accept Ho
11 and 8 yrs old	1.86	15.35	14.17	S/Reject Ho
11 and 7 yrs old	0.89	3.50	14.17	NS/ Accept Ho
10 and 9 yrs old	1.03	4.74	14.17	NS/ Accept Ho
10 and 8 yrs old	0.80	2.84	14.17	NS/ Accept Ho
10 and 7 yrs old	0.17	0.13	14.17	NS/ Accept Ho
9 and 8 yrs old	1.83	14.86	14.17	S/Reject Ho
9 and 7 yrs old	0.86	3.27	14.17	NS/ Accept Ho
8 and 7 yrs old	0.97	4.19	14.17	NS/ Accept Ho

Scavenging labor. To ascertain whether there were significant differences among the perception of the respondents on child labor practices along scavenging labor by age group, analysis of variance for one-way classification was applied. The results of the analysis are shown in Table 26. It can be gleaned

Table 26

**Comparison of the Child Labor Practices Along Scavenging Labor
by Age Group Using ANOVA**

SUMMARY							
Age Grouping	Count	Sum	Weighted mean/ Interpretation		Variance		
17 years	4	7.94	1.99	R	0.053		
16 years	4	5.90	1.48	N	0.015		
15 years	4	11.61	2.90	S	0.127		
14 years	4	11.61	2.90	S	0.127		
13 years	4	9.78	2.44	R	0.119		
12 years	4	20.00	5.00	A	0.000		
11 years	4	9.50	2.38	R	2.896		
10 years	4	10.67	2.67	S	4.000		
9 years	4	12.00	3.00	S	2.000		
7 years	4	6.00	1.50	N	1.000		
Source of Variation	SS	df	MS	F _{comp}	p-value	F _{crit}	Evaluation/ Decision
Between Groups	36.113	9	4.013	3.882	0.002	2.211	S/Reject H ₀
Within Groups	31.008	30	1.034				-
Total	67.122	39	-	-	-	-	-

from this table that the variation between group as represented by the mean square value of 4.013 was greater than the variation within groups with MS value of 1.034. Consequently, the computed F-value was 3.882 which turned out to be greater than the tabular value of 2.211 at df equivalent to 9 and 30 for between groups and with groups, respectively.

Therefore, the hypothesis that "there are no significant differences among the perceptions of the respondents on child labor practices along scavenging by age group" was rejected. The findings implied that the mean differences among the raters were significant, points out that their perceptions differed from each other.

To determine which paired groups had significant mean difference, Scheffe's Test was applied (see Table 27). Between paired group 16 and 12 years old, their mean difference was 3.52. The computed F-value was 23.83 which proved to be greater than the tabular F-value of 19.90. It signified the assessment of the paired group were significantly different. Moreover, comparing the paired group 12 and 7 years old, their mean difference was 3.50 and the Scheffe's F-value was 23.56, which was greater than the critical F-value of 19.90 at .05 level of significance with $df=9$ and 30. It signified that their perceptions were dissimilar.

Table 27

**Posteriori Test in Comparing the Child Labor Practices of the
Respondents Along Scavenging Labor
by Age Group**

Paired Groups	Difference in Means	F' _{comp}	F' _{crit}	Evaluation/ Decision
17 and 16 yrs old	0.51	0.50	19.90	NS/ Accept Ho
17 and 15 yrs old	0.91	1.59	19.90	NS/ Accept Ho
17 and 14 yrs old	0.91	1.59	19.90	NS/ Accept Ho
17 and 13 yrs old	0.45	0.39	19.90	NS/ Accept Ho
17 and 12 yrs old	3.01	17.42	19.90	NS/ Accept Ho
17 and 11 yrs old	0.39	0.29	19.90	NS/ Accept Ho
17 and 10 yrs old	0.68	0.89	19.90	NS/ Accept Ho
17 and 9 yrs old	1.01	1.96	19.90	NS/ Accept Ho
17 and 7 yrs old	0.49	0.46	19.90	NS/ Accept Ho
16 and 15 yrs old	1.42	3.88	19.90	NS/ Accept Ho
16 and 14 yrs old	1.42	3.88	19.90	NS/ Accept Ho
16 and 13 yrs old	0.96	1.77	19.90	NS/ Accept Ho
16 and 12 yrs old	3.52	23.83	19.90	S/ Reject Ho
16 and 11 yrs old	0.90	1.56	19.90	NS/ Accept Ho
16 and 10 yrs old	1.19	2.72	19.90	NS/ Accept Ho
16 and 9 yrs old	1.52	4.44	19.90	NS/ Accept Ho
16 and 7 yrs old	0.02	0.00	19.90	NS/ Accept Ho
15 and 14 yrs old	0.00	0.00	19.90	NS/ Accept Ho
15 and 13 yrs old	0.46	0.41	19.90	NS/ Accept Ho
15 and 12 yrs old	2.10	8.48	19.90	NS/ Accept Ho
15 and 11 yrs old	0.52	0.52	19.90	NS/ Accept Ho
15 and 10 yrs old	0.23	0.10	19.90	NS/ Accept Ho
15 and 9 yrs old	0.10	0.02	19.90	NS/ Accept Ho
15 and 7 yrs old	1.40	3.77	19.90	NS/ Accept Ho
14 and 13 yrs old	0.46	0.41	19.90	NS/ Accept Ho
14 and 12 yrs old	2.10	8.48	19.90	NS/ Accept Ho
14 and 11 yrs old	0.52	0.52	19.90	NS/ Accept Ho

Table 27 continued

Paired Groups	Difference in Means	F _{comp}	F _{crit}	Evaluation/ Decision
14 and 10 yrs old	0.23	0.10	19.90	NS/ Accept Ho
14 and 9 yrs old	0.10	0.02	19.90	NS/ Accept Ho
14 and 7 yrs old	1.40	3.77	19.90	NS/ Accept Ho
13 and 12 yrs old	2.56	12.60	19.90	NS/ Accept Ho
13 and 11 yrs old	0.06	0.01	19.90	NS/ Accept Ho
13 and 10 yrs old	0.23	0.10	19.90	NS/ Accept Ho
13 and 9 yrs old	0.56	0.60	19.90	NS/ Accept Ho
13 and 7 yrs old	0.94	1.70	19.90	NS/ Accept Ho
12 and 11 yrs old	2.62	13.20	19.90	NS/ Accept Ho
12 and 10 yrs old	2.33	10.44	19.90	NS/ Accept Ho
12 and 9 yrs old	2.00	7.69	19.90	NS/ Accept Ho
12 and 7 yrs old	3.50	23.56	19.90	S/ Reject Ho
11 and 10 yrs old	0.29	0.16	19.90	NS/ Accept Ho
11 and 9 yrs old	0.62	0.74	19.90	NS/ Accept Ho
11 and 7 yrs old	0.88	1.49	19.90	NS/ Accept Ho
10 and 9 yrs old	0.33	0.21	19.90	NS/ Accept Ho
10 and 7 yrs old	1.17	2.63	19.90	NS/ Accept Ho
9 and 7 yrs old	1.50	4.33	19.90	NS/ Accept Ho

Street vending labor. The data in Table 28 depicts the comparison in the perception of the respondents along street vending by age group. To determine whether the differences among the respondents were significant or not, one-way ANOVA was applied. Results showed that the computer F-value of 0.789 was numerically lesser than the tabular F-value of 2.152 with 8 and 45 df. Therefore, the hypothesis which stated that "there are no significant differences among the

perceptions of respondents relative to street vending by age group" was accepted. It pointed out that the disclosed mean difference of the respondents along street vending by age group were not significantly different. It signified further that children over 15 years old and under 15 indulge in street vending due to poverty.

Table 28

**Comparison of the Child Labor Practices Along Street Vending
by Age Group Using ANOVA**

SUMMARY							
Age Grouping	Count	Sum	Weighted mean/ Interpretation			Variance	
17 years	6	11.50	1.92	R		0.463	
16 years	6	9.35	1.56	R		0.185	
15 years	6	14.05	2.34	R		0.911	
14 years	6	11.43	1.90	R		1.082	
13 years	6	11.79	1.96	R		1.599	
11 years	6	14.00	2.33	R		4.267	
10 years	6	17.50	2.92	S		2.842	
9 years	6	18.00	3.00	S		3.200	
7 years	6	11.33	1.89	R		1.896	
Source of Variation	SS	df	MS	F _{comp}	p-value	F _{crit}	Evaluation/ Decision
Between Groups	11.538	8	1.442	0.789	0.615	2.152	NS/Accept H ₀
Within Groups	82.227	45	1.827				-
Total	93.765	53	-	-	-	-	-

Other labor practices. Table 29 reflects the comparison of perceptions of the respondents along other labor practices by age group. To determine whether the difference among the means were significant or not, one-way ANOVA was

applied. It was disclosed that the computed F-value of 2.238 was greater than the tabular F-value of 2.025 at .05 level of significance with 8 and 108 df. Hence, the hypothesis that "there are no significant differences among the perceptions of the respondents along other labor activities by age group was rejected. It means that the responses of the raters differed from each other. It indicated that their assessment based on the weighted means were different from each other.

Table 29

**Comparison of the Child Labor Practices Along Other Labor Activities
by Age Group Using ANOVA**

SUMMARY							
Age Grouping	Count	Sum	Weighted mean/ Interpretation		Variance		
17 years	13	20.01	1.54	R	0.376		
16 years	13	15.93	1.23	N	0.240		
15 years	13	20.33	1.56	R	0.524		
14 years	13	20.33	1.56	R	0.524		
13 years	13	16.27	1.25	N	0.332		
11 years	13	13.00	1.00	N	0.000		
10 years	13	13.00	1.00	N	0.000		
9 years	13	13.00	1.00	N	0.000		
7 years	13	19.00	1.46	N	1.269		
Source of Variation	SS	df	MS	F _{comp}	p-value	F _{crit}	Evaluation/ Decision
Between Groups	6.496	8	0.812	2.238	0.030	2.025	S/Reject H _o
Within Groups	39.191	108	0.363				-
Total	45.686	116	-	-	-	-	-

Since that the F-value was significant, a Scheffe's test (refer to Table 30) was applied to determine if which paired groups had significant variations in

Table 30

**Posteriori Test in Comparing the Child Labor Practices of the
Respondents Along Other Labor Activities
by Age Group**

Paired Groups	Difference in Means	F' _{comp}	F' _{crit}	Evaluation/ Decision
17 and 16 yrs old	0.31	1.77	4.02	NS/ Accept Ho
17 and 15 yrs old	0.02	0.01	4.02	NS/ Accept Ho
17 and 14 yrs old	0.02	0.01	4.02	NS/ Accept Ho
17 and 13 yrs old	0.29	1.49	4.02	NS/ Accept Ho
17 and 11 yrs old	0.54	5.22	4.02	S/ Reject Ho
17 and 10 yrs old	0.54	5.22	4.02	S/ Reject Ho
17 and 9 yrs old	0.54	5.22	4.02	S/ Reject Ho
17 and 7 yrs old	0.08	0.11	4.02	NS/ Accept Ho
16 and 15 yrs old	0.33	2.00	4.02	NS/ Accept Ho
16 and 14 yrs old	0.33	2.00	4.02	NS/ Accept Ho
16 and 13 yrs old	0.02	0.01	4.02	NS/ Accept Ho
16 and 11 yrs old	0.23	0.95	4.02	NS/ Accept Ho
16 and 10 yrs old	0.23	0.95	4.02	NS/ Accept Ho
16 and 9 yrs old	0.23	0.95	4.02	NS/ Accept Ho
16 and 7 yrs old	0.23	0.96	4.02	NS/ Accept Ho
15 and 14 yrs old	0.00	0.00	4.02	NS/ Accept Ho
15 and 13 yrs old	0.31	1.71	4.02	NS/ Accept Ho
15 and 11 yrs old	0.56	5.62	4.02	S/ Reject Ho
15 and 10 yrs old	0.56	5.62	4.02	S/ Reject Ho
15 and 9 yrs old	0.56	5.62	4.02	S/ Reject Ho
15 and 7 yrs old	0.10	0.17	4.02	NS/ Accept Ho
14 and 13 yrs old	0.31	1.71	4.02	NS/ Accept Ho
14 and 11 yrs old	0.56	5.62	4.02	S/ Reject Ho
14 and 10 yrs old	0.56	5.62	4.02	S/ Reject Ho
14 and 9 yrs old	0.56	5.62	4.02	S/ Reject Ho
14 and 7 yrs old	0.10	0.17	4.02	NS/ Accept Ho
13 and 11 yrs old	0.25	1.12	4.02	NS/ Accept Ho
13 and 10 yrs old	0.25	1.12	4.02	NS/ Accept Ho
13 and 9 yrs old	0.25	1.12	4.02	NS/ Accept Ho
13 and 7 yrs old	0.21	0.80	4.02	NS/ Accept Ho
11 and 10 yrs old	0.00	0.00	4.02	NS/ Accept Ho
11 and 9 yrs old	0.00	0.00	4.02	NS/ Accept Ho
11 and 7 yrs old	0.46	3.81	4.02	NS/ Accept Ho
10 and 9 yrs old	0.00	0.00	4.02	NS/ Accept Ho
10 and 7 yrs old	0.46	3.81	4.02	NS/ Accept Ho
9 and 7 yrs old	0.46	3.81	4.02	NS/ Accept Ho

their responses. Between 17 and 11 years old, 17 and 10 years old, 17 and 9 years old, the mean difference were computed at 0.54. The computed F-value was 5.22 which proved to be greater than the tabular F-value of 4.02. It implied that their perceptions were essentially different.

Furthermore, between 15 and 11 years old, 15 and 10 years old, 15 and 9 years old as well as 14 and 11 years old, 14 and 10 years old, 14 and 9 years old, it pointed out that the disclosed mean differences were significant. It signified that the assessment of aforementioned paired groups along other labor activities by age group were significant.

Differences in the Extent of Child Labor Practices of Respondents by Sex

This section discusses the differences in the extent of child labor according to sex as presented in several tables.

Domestic/household labor. Table 31 contains the comparison of the perceptions of the respondents on child labor practices along domestic/household labor by sex. The mean for the female group was pegged at 4.19 and 2.42 for the male group. The mean difference between the two means was 1.77 which was tested for its significance resulted to a computed Z-value of 7.828 which was numerically greater than the critical z-value of 1.96. Hence, the hypothesis "there is no significant difference between the perceptions of the two groups of respondents along domestic/household labor by sex" was rejected. It indicated that the opinions of the females and males varied greatly. It is

significant to note that females are more vulnerable to domestic/household labor. Parents look favorably to their children's working as domestic for the economic benefits brought to the family.

Table 31

**Comparison of the Respondents' Child Labor Practices
Along Domestic/Household Labor by Sex**

Indicators	Respondents' Category	
	Female	Male
Mean / Interpretation	4.19 Often	2.42 Rarely
Variance	1.051	2.478
Observations	104	60
Computed z-value	7.828	
p-value	0.000	
Critical z value	1.96	
Evaluation/Decision	S/Reject Ho	

Fishing/farming labor. Along fishing/farming labor, Table 32 compares the perception of the two groups of respondents. The female group had a mean of 4.13 while the male group had a mean of 4.24. When this was tested for its significance, the computed z-value resulted to -0.536 which proved smaller than the critical z-value of 1.960. Thus, the hypothesis which stated that "there is no significant difference between the perceptions of the two groups of respondents along fishing/farming" was accepted. It meant that the females and males had more or less similar opinion on the child labor practices along fishing/farming.

Table 32

**Comparison of the Respondents' Child Labor Practices
Along Fishing/Farming Labor by Sex**

Indicators	Respondents' Category	
	Female	Male
Mean / Interpretation	4.13 Often	4.24 O
Variance	2.107	1.606
Observations	73	156
Computed z-value	-0.536	
p-value	0.294	
Critical z value	1.960	
Evaluation/Decision	NS/Accept Ho	

Scavenging labor. Table 33 contains the comparison of the perceptions of the respondents along scavenging labor. The mean for the female group was pegged at 1.81. The male group had a mean of 3.19. The difference between the two means was 89 which when tested for its significance resulted to a computed z-value of -3.053 which was absolutely greater than the critical z-value of 1.987. Hence, the hypothesis "there is no significant difference between the perceptions of the two groups relate to scavenging labor" was rejected. It indicated that the opinions of the females and males varied greatly.

Table 33

**Comparison of the Respondents' Child Labor Practices
Along Scavenging Labor by Sex**

Indicators	Respondents' Category	
	Female	Male
Mean / Interpretation	1.81 R	3.19 S
Variance	2.562	3.513
Observations	21	70
df	89	
Computed t-value	-3.053	
p-value	0.003	
Critical t value	1.987	
Evaluation/Decision	S/Reject Ho	

Street vending labor. Table 34 shows the comparison of the respondents' child labor practices along street vending labor by sex. The mean for the female group was posted at 3.47. The male group had a mean of 3.54. The difference between the two means was 89 which when tested for its significance resulted to a computed absolute z-value of -7.426 which was greater than the critical z-value of 1.960. Hence, the hypothesis "there is no significant difference between the perceptions of the two groups relative to the street vending labor" was accepted. It is indicated that the opinions of the females and males had more or less similar opinion on street vending labor.

Table 34

**Comparison of the Respondents' Child Labor Practices
Along Street Vending Labor by Sex**

Indicators	Respondents' Category	
	Female	Male
Mean / Interpretation	3.47 S	3.54 O
Variance	3.175	3.035
Observations	43	86
df	89	
Computed z-value	-7.426	
p-value	0.000	
Critical z value	1.960	
Evaluation/Decision	NS/Accept Ho	

Other labor practices. Table 35 contains the comparison of the respondents' child labor practices along other labor practices by sex. The mean for the female group pegged at 2.24. The male group had a mean of 3.23. The difference between the two means was 0.99 which when tested for its significance resulted to a computed absolute z-value of -2.423 which was greater than the critical z-value of 1.983. Meanwhile, the hypothesis "there is no significant difference between the perceptions of the two groups relative to the other labor" was rejected. It is indicated that the opinions of the females and males varied greatly.

Table 35

**Comparison of the Respondents' Child Labor Practices
Along Other Labor Practices by Sex**

Indicators	Respondents' Category	
	Female	Male
Mean / Interpretation	2.24 R	3.23 S
Variance	3.045	3.376
Observations	26	81
df	105	
Computed t-value	-2.423	
p-value	0.017	
Critical t value	1.983	
Evaluation/Decision	S/Reject Ho	

**Differences in the Extent of Child Labor
Practices of Respondents
by Classification**

This section discusses the comparison of the child labor practices by classification either in-school and out-of-school.

Domestic/household labor. Table 36 shows the comparison of the respondents' child labor practices along domestic/household labor by classification, 3.77 represent the mean of in-school, while 3.50 for the out-of-school. The difference between the two groups was 0.27 which when tested for its significance resulted to a corrupted t-value of 0.812 which is lesser than the tabular t value of 1.975. Thus, the hypothesis "there is no significant difference between the perceptions of the two groups relative to the domestic/household

labor" was accepted. It implied that the opinion of the in-school and out-of-school had more or less similar on domestic/household labor.

Table 36

Comparison of the Respondents' Child Labor Practices Along Domestic/Household Labor by Classification

Indicators	Respondents' Classification			
	In-School		Out-of-School	
Mean / Interpretation	3.77	O	3.50	S
Variance	2.150		2.327	
Observations	25		139	
df	162			
Computed t-value	0.812			
p-value	0.418			
Critical t value	1.975			
Evaluation/Decision	NS/Accept Ho			

Fishing/farming labor. Table 37 shows the corresponding mean for in-school was pegged at 4.32, while the out-of-school was pegged at 4.19. That is, the computed z-value was posted at 0.812 and the critical z-value was posted 1.96. Meanwhile, the hypothesis "there is no significant difference between the perceptions of the two groups of relative to fishing/farming labor" was accepted. It is indicated that in-school and out-of-school had more or less similar opinion on the child labor practices along fishing/farming labor.

Table 37

**Comparison of the Respondents' Child Labor Practices Along
Fishing/Farming Labor by Classification**

Indicators	Respondents' Classification			
	In-School		Out-of-School	
Mean / Interpretation	4.32	O	4.19	O
Variance	1.391		1.818	
Observations	32		198	
Computed z-value	0.812			
p-value	0.561			
Critical z value	1.96			
Evaluation/Decision	NS/ Accept Ho			

Scavenging labor. Along scavenging labor, Table 38 compares the perception of the two groups of respondents. The in-school had a mean of 3.81 while the out-of-school had a mean of 3.59. The difference between the two means was 0.22 which when tested for its significance resulted to a computed t-value of 2.67 which was greater than the critical t-value of 1.987. Thus, the hypothesis that "there is no significant difference between the perceptions of the two groups relative to the scavenging labor" was rejected. It indicated that the opinions of the in-school and out-of-school along scavenging varied greatly.

Table 38

**Comparison of the Respondents' Child Labor Practices Along
Scavenging Labor by Classification**

Indicators	Respondents' Classification	
	In-School	Out-of-School
Mean / Interpretation	3.81 O	3.59 O
Variance	3.362	3.379
Observations	21	70
df	89	
Computed t-value	2.67	
p-value	0.009	
Critical t value	1.987	
Evaluation/Decision	S/Reject Ho	

Street vending labor. Table 39 shows the comparison of the respondents' child labor practices along street vending by classification. The mean for the in-school posted at 3.95. The out-of-school group had a mean of 3.43. The difference between the two means was 0.52 which when tested for its significance resulted to a computed t-value of 1.333 which was smaller than the critical t-value of 1.979. Hence, the hypothesis that "there is no significant difference between the perceptions of the two groups of respondents relative to street vending by classification" was accepted. It is indicated that the opinions of the in-school and out-of-school had more or less similar opinion child labor practices along street vending..

Table 39

**Comparison of the Respondents' Child Labor Practices Along
Street Vending by Classification**

Indicators	Respondents' Classification			
	In-School		Out-of-School	
Mean / Interpretation	3.95	O	3.43	S
Variance	2.745		3.100	
Observations	25		105	
df	128			
Computed t-value	1.333			
p-value	0.185			
Critical t value	1.979			
Evaluation/Decision	NS/Accept Ho			

Other labor practices. As gleaned on Table 40, the mean for in-school pegged at 2.64 while the out-of-school had a mean of 3.06. The difference between the two means was 0.42 which when tested for its significance resulted to computed t-value of -0.757 which is less than the critical t-value of 1.983. Hence, the hypothesis that "there is no significant difference between the perceptions of two groups relative to the other labor by classification" was accepted. It is indicated that the respondent's child labor practices along other labor practices are alike.

Table 40

**Comparison of the Respondents' Child Labor Practices Along
Other Labor Practices by Classification**

Indicators	Respondents' Classification			
	In-School		Out-of-School	
Mean / Interpretation	2.64	S	3.06	S
Variance	3.348		3.483	
Observations	13		95	
df	106			
Computed t-value	-0.757			
p-value	0.450			
Critical t value	1.983			
Evaluation/Decision	NS/Accept Ho			

**Differences in the Extent of Child Labor
Practices of Respondents by Birth
Order in the Family**

This section discusses the differences in the extent of child labor according to birth order in the family as expressed in several tables.

Domestic/household labor. To ascertain whether there are significant differences among the perceptions of the respondents on child labor practices along domestic/household labor by birth order in the family, analysis of variance for one-way classification was applied. The results of the analysis are shown in Table 41. It can be gleaned from this table that the variation between groups as represented by the mean square value of 6.071 was greater than the variation within groups with MS value of 0.457. Consequently, the computed F-

value was 13.275 which turned out to be greater than the tabular value of 2.046 at $df=9$ and 58 for between and within groups, respectively.

Table 41

**Comparison of the Child Labor Practices Along Domestic/Household Labor
by Birth Order in the Family Using ANOVA**

SUMMARY							
Age Grouping	Count	Sum	Weighted mean/ Interpretation		Variance		
1st child	7	24.93	3.56	O	0.602		
2nd child	7	25.56	3.65	O	0.347		
3rd child	7	24.87	3.55	O	0.161		
4th child	7	20.39	2.91	S	0.282		
5th child	7	22.78	3.25	S	0.367		
6th child	7	16.79	2.40	R	0.057		
7th child	7	15.00	2.14	R	1.143		
8th child	7	19.00	2.71	S	1.460		
9th child	7	35.00	5.00	A	0.000		
11th child	7	25.00	5.00	A	0.000		
Source of Variation	SS	df	MS	F _{comp}	p-value	F _{crit}	Evaluation/ Decision
Between Groups	54.635	9	6.071	13.275	0.000	2.046	S/Reject H ₀
Within Groups	26.523	58	0.457				-
Total	81.158	67	-	-	-	-	-

Therefore, the hypothesis that “there are no significant differences among the perceptions of the respondents on child labor practices along domestic/household labor by birth order in the family” was rejected. The findings implied that mean differences among the raters were significant; pointing out that their perceptions differed from each other.

To determine which paired groups had significant mean differences, Scheffe's test was applied (see Table 42). Between paired groups 7th and 9th, and

Table 42

**Posteriori Test in Comparing the Child Labor Practices of the
Respondents Along Domestic/Household Labor
by Birth Order in the Family**

Paired Groups	Difference in Means	F' _{comp}	F' _{crit}	Evaluation/ Decision
1st and 2nd child	0.09	0.06	18.41	NS/ Accept Ho
1st and 3rd child	0.01	0.00	18.41	NS/ Accept Ho
1st and 4th child	0.65	3.21	18.41	NS/ Accept Ho
1st and 5th child	0.31	0.72	18.41	NS/ Accept Ho
1st and 6th child	1.16	10.33	18.41	NS/ Accept Ho
1st and 7th child	1.42	15.38	18.41	NS/ Accept Ho
1st and 8th child	0.85	5.48	18.41	NS/ Accept Ho
1st and 9th child	1.44	15.88	18.41	NS/ Accept Ho
1st and 11th child	1.44	15.88	18.41	NS/ Accept Ho
2nd and 3rd child	0.10	0.07	18.41	NS/ Accept Ho
2nd and 4th child	0.74	4.16	18.41	NS/ Accept Ho
2nd and 5th child	0.40	1.20	18.41	NS/ Accept Ho
2nd and 6th child	1.25	11.99	18.41	NS/ Accept Ho
2nd and 7th child	1.51	17.40	18.41	NS/ Accept Ho
2nd and 8th child	0.94	6.71	18.41	NS/ Accept Ho
2nd and 9th child	1.35	13.96	18.41	NS/ Accept Ho
2nd and 11th child	1.35	13.96	18.41	NS/ Accept Ho
3rd and 4th child	0.64	3.11	18.41	NS/ Accept Ho
3rd and 5th child	0.30	0.67	18.41	NS/ Accept Ho
3rd and 6th child	1.15	10.15	18.41	NS/ Accept Ho
3rd and 7th child	1.41	15.17	18.41	NS/ Accept Ho
3rd and 8th child	0.84	5.35	18.41	NS/ Accept Ho
3rd and 9th child	1.45	16.10	18.41	NS/ Accept Ho
3rd and 11th child	1.45	16.10	18.41	NS/ Accept Ho
4th and 5th child	0.34	0.90	18.41	NS/ Accept Ho
4th and 6th child	0.51	2.00	18.41	NS/ Accept Ho
4th and 7th child	0.77	4.51	18.41	NS/ Accept Ho

Table 42 continued

Paired Groups	Difference in Means	F' _{comp}	F' _{crit}	Evaluation/ Decision
4th and 8th child	0.20	0.29	18.41	NS/ Accept Ho
4th and 9th child	2.09	33.45	18.41	S/Reject Ho
4th and 11th child	2.09	33.45	18.41	S/Reject Ho
5th and 6th child	0.85	5.55	18.41	NS/ Accept Ho
5th and 7th child	1.11	9.39	18.41	NS/ Accept Ho
5th and 8th child	0.54	2.20	18.41	NS/ Accept Ho
5th and 9th child	1.75	23.46	18.41	S/Reject Ho
5th and 11th child	1.75	23.46	18.41	S/Reject Ho
6th and 7th child	0.26	0.51	18.41	NS/ Accept Ho
6th and 8th child	0.31	0.76	18.41	NS/ Accept Ho
6th and 9th child	2.60	51.77	18.41	S/Reject Ho
6th and 11th child	2.60	51.77	18.41	S/Reject Ho
7th and 8th child	0.57	2.53	18.41	NS/ Accept Ho
7th and 9th child	2.86	62.65	18.41	S/Reject Ho
7th and 11th child	2.86	62.65	18.41	S/Reject Ho
8th and 9th child	2.29	40.16	18.41	S/Reject Ho
8th and 11th child	2.29	40.16	18.41	S/Reject Ho
9th and 11th child	0.00	0.00	18.41	NS/ Accept Ho

7th and 11th child, their mean difference was 2.86, the computed F-value was 62.65 which prove to be greater than the tabular F-value of 18.41. It signified the assessment of the paired groups were significantly different. Furthermore, comparing the paired groups 6 and 9 and 6 and 11 child, their mean difference was 2.60, respectively and the Scheffe's F-value was 51.77, which was greater than the critical F-value of 18.41. Moreover, the paired group 8th and 9th, 8th and 11th child, their mean difference was 2.29 and the Scheffe's F-value was 33.45, the critical of 18.41, respectively. The paired groups 5th and 9th, 5th and 11th child,

their mean difference was posted at 1.75, the Scheffe's F-value was 18.41 and the critical value of 18.41 at 0.05 level of significance with $df=9$ and 30. It signified that their perceptions were dissimilar.

Fishing/farming labor. Table 43 reflects the comparison of perceptions of the respondents along the fishing/farming labor by birth order in the family. To determine whether the differences among the means were significant or not, one-

Table 43

**Comparison of the Child Labor Practices Along Fishing/Farming Labor
by Birth Order in the Family Using ANOVA**

SUMMARY							
Age Grouping	Count	Sum	Weighted mean/ Interpretation		Variance		
1st child	6	24.68	4.11	O	0.192		
2nd child	6	23.17	3.86	O	0.220		
3rd child	6	20.48	3.41	S	0.554		
4th child	6	21.72	3.62	O	0.396		
5th child	6	24.46	4.08	O	0.252		
6th child	6	15.26	2.54	S	0.168		
7th child	6	20.45	3.41	S	3.550		
8th child	6	13.00	2.17	R	1.767		
ANOVA							
Source of Variation	SS	df	MS	F _{comp}	p-value	F _{crit}	Evaluation/ Decision
Between Groups	20.910	7	2.987	3.366	0.006	2.249	S/Reject H _o
Within Groups	35.496	40	0.887				-
Total	56.406	47	-	-	-	-	-

way ANOVA was applied. It was disclosed that the computed F-value of 3.366 was greater than the tabular F-value of 2.249 at 0.05 level of significance with $df=7$ and 40. Hence, the hypothesis that "there are no significant differences among the perceptions of the respondents along fishing/farming labor by birth order in the family" was rejected. It meant that the responses of the raters differed from each other. It indicated that their assessment based on the weighted means were different from each other.

Since that the F-value was significant, a Scheffe's test (refer on Table 44) was applied to determine if which paired groups had significant variates in their responses. Between 1st and 8th child, the mean difference was computed at 1.94. The computed F-value was 12.773. It implied that their perceptions were essentially different. Furthermore, between 5th and 8th child, it pointed out that the mean difference was 1.91. The computed F-value was 12.382. It signified that the assessment of aforementioned paired groups along fishing/farming labor by birth order in the family were significant.

Scavenging labor. The data on Table 45 shows the comparison on the perception of the respondents along scavenging labor by birth order. To determine whether the differences among the respondents were significant or not, one-way ANOVA was applied. Results showed that the computed F-value of 2.048 was numerically lesser than the tabular F-value of 2.423 with $df=7$ and 24. Therefore, the hypothesis which states that "there are no significant

Table 44

**Posteriori Test in Comparing the Child Labor Practices of the
Respondents Along Fishing/Farming Labor
by Birth Order in the Family**

Paired Groups	Difference in Means	F' _{comp}	F' _{crit}	Evaluation/ Decision
1st and 2nd child	0.25	0.208	10.498	NS/ Accept Ho
1st and 3rd child	0.70	1.640	10.498	NS/ Accept Ho
1st and 4th child	0.49	0.813	10.498	NS/ Accept Ho
1st and 5th child	0.03	0.004	10.498	NS/ Accept Ho
1st and 6th child	1.57	8.309	10.498	NS/ Accept Ho
1st and 7th child	0.70	1.665	10.498	NS/ Accept Ho
1st and 8th child	1.94	12.773	10.498	S/ Reject Ho
2nd and 3rd child	0.45	0.674	10.498	NS/ Accept Ho
2nd and 4th child	0.24	0.195	10.498	NS/ Accept Ho
2nd and 5th child	0.22	0.159	10.498	NS/ Accept Ho
2nd and 6th child	1.32	5.870	10.498	NS/ Accept Ho
2nd and 7th child	0.45	0.690	10.498	NS/ Accept Ho
2nd and 8th child	1.69	9.698	10.498	NS/ Accept Ho
3rd and 4th child	0.21	0.149	10.498	NS/ Accept Ho
3rd and 5th child	0.67	1.504	10.498	NS/ Accept Ho
3rd and 6th child	0.87	2.545	10.498	NS/ Accept Ho
3rd and 7th child	0.00	0.000	10.498	NS/ Accept Ho
3rd and 8th child	1.24	5.228	10.498	NS/ Accept Ho
4th and 5th child	0.46	0.706	10.498	NS/ Accept Ho
4th and 6th child	1.08	3.926	10.498	NS/ Accept Ho
4th and 7th child	0.21	0.152	10.498	NS/ Accept Ho
4th and 8th child	1.45	7.144	10.498	NS/ Accept Ho
5th and 6th child	1.54	7.994	10.498	NS/ Accept Ho
5th and 7th child	0.67	1.526	10.498	NS/ Accept Ho
5th and 8th child	1.91	12.382	10.498	S/ Reject Ho
6th and 7th child	0.87	2.550	10.498	NS/ Accept Ho
6th and 8th child	0.37	0.471	10.498	NS/ Accept Ho
7th and 8th child	1.24	5.214	10.498	NS/ Accept Ho

Table 45

**Comparison of the Child Labor Practices Along Scavenging Labor
by Birth Order in the Family Using ANOVA**

SUMMARY							
Age Grouping	Count	Sum	Weighted mean/ Interpretation		Variance		
1st child	4	9.66	2.42	R	0.045		
2nd child	4	12.17	3.04	S	0.022		
3rd child	4	8.16	2.04	R	0.079		
4th child	4	7.58	1.90	R	0.090		
5th child	4	10.40	2.60	S	1.470		
6th child	4	7.05	1.76	R	0.244		
7th child	4	10.67	2.67	S	1.333		
8th child	4	6.00	1.50	N	1.000		
ANOVA							
Source of Variation	SS	df	MS	F _{comp}	p-value	F _{crit}	Evaluation/ Decision
Between Groups	7.677	7	1.097	2.048	0.090	2.423	NS/Accept Ho
Within Groups	12.851	24	0.535				-
Total	20.528	31	-	-	-	-	-

differences among the perceptions of respondents relative to scavenging labor by birth order in the family" was accepted. It pointed out that the disclosed mean difference was not significant. It signified that the assessment of the respondents along birth order in the family were not significantly different.

Street vending labor. As gleaned on Table 46, it showed the comparison of child labor along street vending labor by birth order in the family. One-way ANOVA was applied to determine whether the differences among the

Table 46

**Comparison of the Child Labor Practices Along Street Vending Labor
by Birth Order in the Family Using ANOVA**

SUMMARY							
Age Grouping	Count	Sum	Weighted mean/ Interpretation		Variance		
1st child	6	12.75	2.13	R	0.668		
2nd child	6	15.67	2.61	S	0.793		
3rd child	6	12.86	2.14	R	0.489		
4th child	6	11.90	1.98	R	0.445		
5th child	6	14.33	2.39	S	1.619		
6th child	6	11.29	1.88	R	0.244		
7th child	6	12.00	2.00	R	1.200		
8th child	6	15.00	2.50	R	2.300		
ANOVA							
Source of Variation	SS	df	MS	F _{comp}	p-value	F _{crit}	Evaluation/ Decision
Between Groups	2.960	7	0.423	0.436	0.874	2.249	NS/Accept Ho
Within Groups	38.788	40	0.970				-
Total	41.748	47	-	-	-	-	-

respondents were significant or not. Results showed that the computed F-value of 0.436 was lesser than the tabular F-value of 2.249 with df=7 and 40. Thus, the hypothesis which stated that "there are no significant differences among the perceptions of respondents relative to street vending by birth order in the family" was accepted. It pointed out that the disclosed mean difference was not significant. It signified that the assessments of the respondents along street vending by birth order were not significantly different.

Other labor practices. Table 47 reflects the comparison of perceptions of the respondents along other labor activities by birth order in the family. To determine whether the differences among the means were significant or not, one-

way ANOVA was applied. It was disclosed that the computed F-value of 0.581 was lesser than the tabular F value of 2.106 at 0.05 level of significance with df=7 and 96. Therefore, the hypothesis that "there are no significant differences among the perceptions of the respondents along other labor practices by birth order in the family" was accepted. It meant that the responses of the respondents did not differ from each other. It indicated that their assessment based in the weighted means were the same.

Table 47

**Comparison of the Child Labor Practices Along Other Labor Practices
by Birth Order in the Family Using ANOVA**

SUMMARY							
Age Grouping	Count	Sum	Weighted mean/ Interpretation		Variance		
1st child	13	18.34	1.41	N	0.645		
2nd child	13	21.46	1.65	R	0.385		
3rd child	13	17.76	1.37	N	0.118		
4th child	13	16.93	1.30	N	0.147		
5th child	13	20.53	1.58	R	0.632		
6th child	13	15.14	1.16	N	0.061		
7th child	13	18.00	1.38	N	0.923		
8th child	13	19.00	1.46	N	1.269		
ANOVA							
Source of Variation	SS	df	MS	F _{comp}	p-value	F _{crit}	Evaluation/ Decision
Between Groups	2.126	7	0.304	0.581	0.770	2.106	NS/Accept Ho
Within Groups	50.163	96	0.523				-
Total	52.289	103	-	-	-	-	-

Differences in the Extent of Child Labor
Practices by Average Income
Derived from Child Labor

This section presents the differences in the extent of child labor practices according to average income derived from child labor accompanied by several tables.

Domestic/household labor. As regard comparing the child labor practices along domestic/household labor by average income, the result of the analysis of variance is shown in Table 48. The area means of the responses of the respondents in five income groups are 3.800 for PHP1,500-PHP 2,499, 3.56 for

Table 48

**Comparison of the Child Labor Practices Along Domestic/Household Labor
by Average Income Derived from Child Labor**

SUMMARY							
Income Grouping	Count	Sum	Weighted mean/ Interpretation		Variance		
below PHP 500	7	24.94	3.56	O	0.415		
PHP 500 - PHP 1,499	7	23.41	3.34	S	0.481		
PHP 1,500 -PHP 2,499	7	26.60	3.80	O	0.354		
PHP 2,500 -PHP 3,499	7	21.14	3.02	S	0.057		
PHP 3,500 -PHP 4,499	7	8.17	1.17	N	0.194		
ANOVA							
Source of Variation	SS	df	MS	F _{comp}	p-value	F _{crit}	Evaluation/ Decision
Between Groups	31.035	4	7.759	25.830	0.000	2.690	S/Reject Ho
Within Groups	9.011	30	0.300				-
Total	40.047	34	-	-	-	-	-

PHP below 500, 3.34 for PHP 500-PHP 1,499 are interpreted as "Often". To determine whether the observed differences are significant, the one-way analysis of variance was applied. The variation of the child labor practices within the same group is 0.300. This is lower than the variation of the child labor practices between groups which is 7.759. Moreover, the computed F-value of 25.830 is higher than the critical F-value of 2.690 at $\alpha = 0.05$ and df 4 and 30. Thus, the hypothesis that "There is no significant differences in the child labor practices of the respondents by average income" is rejected. This indicates that the child labor practices along domestic/household labor by average income are varied.

To find out which among the ten pairs differed in the child labor practices along domestic/household, the Scheffe's test results are shown in Table 49. Pair 9 - Child laborers with an income bracket PHP 1,500 - PHP 2,499 & PHP 3,500 - PHP 4,499 group posted the highest difference in means which is 2.63 with a corresponding computed F' value of 80.902. This was followed by Pair 4 - below PHP 500 & PHP 3,500- PHP 4,499, with a mean difference of 2.39 (with a computed F' value of 66.827). The least mean difference is between income below PHP 500 & PHP 1,500- PHP 2,499 (Pair 2) which is 0.24 with a computed F' value of 0.670.

The computed F' value of Pair 4 (below PHP 500 & PHP 3,500- PHP 4,499) which is 66.827, Pair 7 (PHP 500-PHP1,499 & PHP 3,500-PHP 1,499) which is

Table 49

**Posteriori Test in Comparing the Child Labor Practices of the
Respondents Along Domestic/Household Labor
by Average Income Derived from Child Labor**

Paired Groups	Difference in Means	F _{comp}	F _{crit}	Evaluation/ Decision
below PHP 500 & PHP 500 - PHP 1,499	0.22	0.546	10.760	NS/ Accept Ho
below PHP 500 & PHP 1,500 - PHP 2,499	0.24	0.670	10.760	NS/ Accept Ho
below PHP 500 & PHP 2,500 - PHP 3,499	0.54	3.403	10.760	NS/ Accept Ho
below PHP 500 & PHP 3,500 - PHP 4,499	2.39	66.827	10.760	S/ Reject Ho
PHP 500 - PHP 1,499 & PHP 1,500 - PHP 2,499	0.46	2.465	10.760	NS/ Accept Ho
PHP 500 - PHP 1,499 & PHP 2,500 - PHP 3,499	0.32	1.195	10.760	NS/ Accept Ho
PHP 500 - PHP 1,499 & PHP 3,500 - PHP 4,499	2.17	55.106	10.760	S/ Reject Ho
PHP 1,500 - PHP 2,499 & PHP 2,500 - PHP 3,499	0.78	7.099	10.760	NS/ Accept Ho
PHP 1,500 - PHP 2,499 & PHP 3,500 - PHP 4,499	2.63	80.902	10.760	S/ Reject Ho
PHP 2,500 - PHP 3,499 & PHP 3,500 - PHP 4,499	1.85	40.070	10.760	S/ Reject Ho

55.106 Pair 9(PHP 1,500-PHP2,499 & PHP 3,500- PHP 4,499) which is 80.902, and; Pair 10 (PHP 2,500-PHP 3,499 & PHP 3,500-PHP4,499) are higher than the critical F' values of 10.760, and at α at 0.05 level of significance and df 4; while for the other pairs, the computed F' values are lesser than the aforecited critical F' value. Thus, four pairs differed in their average income.

Fishing/farming labor. As regard comparing the Child labor practices along fishing/farming labor by average income, the result of the analysis of variance are shown in Table 50. The area means of the responses of the respondents in six income groups are 3.92 for below PHP 500, 3.94 for PHP2,500-

Table 50

**Comparison of the Child Labor Practices Along Fishing/Farming Labor
by Average Income Derived from Child Labor**

SUMMARY							
Income Grouping	Count	Sum	Weighted mean/ Interpretation		Variance		
below PHP 500	6	23.54	3.92	O	0.746		
PHP 500 - PHP 1,499	6	22.91	3.82	O	0.540		
PHP 1,500 -PHP 2,499	6	19.98	3.33	S	0.303		
PHP 2,500 -PHP 3,499	6	23.65	3.94	O	0.108		
PHP 3,500 -PHP 4,499	6	13.09	2.18	R	0.612		
PHP 4,500 -PHP 5,499	6	13.50	2.25	R	2.175		
ANOVA							
Source of Variation	SS	df	MS	F _{comp}	p-value	F _{crit}	Evaluation/ Decision
Between Groups	20.420	5	4.084	5.465	0.001	2.534	S/Reject Ho
Within Groups	22.420	30	0.747				
Total	42.839	35	-	-	-	-	-

PHP 3,499, 3.82 for PHP 500- PHP 1,499 are interpreted as "Often". To determine whether the observed differences are significant, the one-way analysis of variance was applied. As gleaned in the table, the variation of the child labor practices within the same group is 0.747. This is lower than the variation of the child labor practices between groups which is 4.084. Moreover, the computed F-value of 5.465 is higher than the critical F-value of 2.534 at $\alpha = 0.05$ and df 5 and 30. Thus, the hypothesis that "There is no significant differences in the child labor practices of the respondents by average income" is rejected. This indicates that the child labor practices along fishing/farming by average income are varied.

To find out which among the fifteen pairs differed in the child labor practices along fishing/farming, the Scheffe's test results are shown in Table 51. Pair 13 - PHP 2,500 - PHP 3,499 & PHP 3,500 - PHP 4,499 group posted the highest difference in means which is 1.76 with a corresponding computed F' value of 12.42. This was followed by Pair 4 - below PHP 500 & PHP 3,500- PHP 4,499, with a mean difference of 1.74 (with a computed F' value of 12.13). The least mean difference is between income below PHP 500 & PHP 2,500- PHP 3,499 (Pair 3) which is 0.02 with a computed F' value of 0.00.

The computed F' value of Pair 4 (below PHP 500 & PHP 3,500- PHP 4,499) which is 12.13, Pair 5 (below PHP 500 & -PHP 4,500- PHP 5,499) which is 11.20, Pair 8 (PHP 500- PHP 1,499 & PHP 3,500- PHP 4,499) which is 10.782, and; Pair 9

Table 51

**Posteriori Test in Comparing the Child Labor Practices of the
Respondents Along Fishing/Farming Labor by
Average Income Derived from Child Labor**

Paired Groups	Difference in Means	F'_{comp}	F'_{crit}	Evaluation/ Decision
below PHP 500 & PHP 500 - PHP 1,499	0.10	0.04	7.959	NS/ Accept Ho
below PHP 500 & PHP 1,500 - PHP 2,499	0.59	1.40	7.959	NS/ Accept Ho
below PHP 500 & PHP 2,500 - PHP 3,499	0.02	0.00	7.959	NS/ Accept Ho
below PHP 500 & PHP 3,500 - PHP 4,499	1.74	12.13	7.959	S/ Reject Ho
below PHP 500 & PHP 4,500 - PHP 5,499	1.67	11.20	7.959	S/ Reject Ho
PHP 500 - PHP 1,499 & PHP 1,500 - PHP 2,499	0.49	0.96	7.959	NS/ Accept Ho
PHP 500 - PHP 1,499 & PHP 2,500 - PHP 3,499	0.12	0.06	7.959	NS/ Accept Ho
PHP 500 - PHP 1,499 & PHP 3,500 - PHP 4,499	1.64	10.78	7.959	S/ Reject Ho
PHP 500 - PHP 1,499 & PHP 4,500 - PHP 5,499	1.57	9.90	7.959	S/ Reject Ho
PHP 1,500 - PHP 2,499 & PHP 2,500 - PHP 3,499	0.61	1.51	7.959	NS/ Accept Ho
PHP 1,500 - PHP 2,499 & PHP 3,500 - PHP 4,499	1.15	5.30	7.959	NS/ Accept Ho
PHP 1,500 - PHP 2,499 & PHP 4,500 - PHP 5,499	1.08	4.68	7.959	NS/ Accept Ho
PHP 2,500 - PHP 3,499 & PHP 3,500 - PHP 4,499	1.76	12.42	7.959	S/ Reject Ho
PHP 2,500 - PHP 3,499 & PHP 4,500 - PHP 5,499	1.69	11.47	7.959	S/ Reject Ho
PHP 3,500 - PHP 4,499 & PHP 4,500 - PHP 5,499	0.07	0.02	7.959	NS/ Accept Ho

(PHP 500-PHP 1,499 & PHP 4,500-PHP5,499, Pair 13 (PHP 2,500-PHP3,499 & PHP 3,500-PHP 4,499) which 1.69, and; PHP 2,500-PHP 3,499-PHP 4,500-PHP 5,499 which is 1.69 are all higher than the critical F' values of 7.959, and at α at 0.05 level of significance and $df=4$; while for the other pairs, the computed F' values are lesser than the aforecited critical F' value. Thus, six pairs differed in their average income.

Scavenging labor. As regard comparing the child labor practices along scavenging labor by average income, the result of the analysis of variance are shown in Table 52. The area means of the responses of the respondents in six income groups were 3.38 for PHP4,500- PHP 5,499, 3.29 for PHP below 500, 2.60 for PHP 500- PHP 1,499 were interpreted as "Often". To determine whether the observed differences are significant, the one-way analysis of variance was applied. As reflected in the table, the variation of the child labor practices within the same group is 0.163. This is lower than the variation of the child labor practices between groups which is 2.907. Moreover, the computed F-value of 17.806 is higher than the critical F-value of 2.773 at $\alpha = 0.05$ and df 5 and 18. Thus, the hypothesis that "There is no significant differences in the child labor practices of the respondents along scavenging by average income" is rejected. This indicates that the child labor practices along scavenging labor by average income are varied.

Table 52

**Comparison of the Child Labor Practices Along Scavenging Labor
by Average Income Derived from Child Labor**

SUMMARY							
Income Grouping	Count	Sum	Weighted mean/ Interpretation			Variance	
below PHP 500	4	13.17	3.29	S	0.340		
PHP 500 - PHP 1,499	4	10.39	2.60	S	0.036		
PHP 1,500 -PHP 2,499	4	8.75	2.19	R	0.186		
PHP 2,500 -PHP 3,499	4	4.73	1.18	N	0.132		
PHP 3,500 -PHP 4,499	4	7.33	1.83	R	0.056		
PHP 4,500 -PHP 5,499	4	13.50	3.38	S	0.229		
ANOVA							
Source of Variation	SS	df	MS	F _{comp}	p-value	F _{crit}	Evaluation/ Decision
Between Groups	14.537	5	2.907	17.806	0.000	2.773	S/Reject Ho
Within Groups	2.939	18	0.163				
Total	17.476	23	-	-	-	-	-

To find out which among the fifteen pairs differed in the child labor practices along scavenging labor, the Scheffe's test results are shown in Table 53. Pair 14 - PHP 2,500 - PHP 3,499 & PHP 3,500 - PHP 4,499 group posted the highest difference in means which is 2.20 with a corresponding computed F' value of 59.12. This was followed by Pair 3 - below PHP 500 & PHP2,500- PHP 3,499, with a mean difference of 2.11 (with a computed F' value of 54.53). The

Table 53

**Posteriori Test in Comparing the Child Labor Practices of the
Respondents Along Scavenging Labor by
Average Income Derived from Child Labor**

Paired Groups	Difference in Means	F' _{comp}	F' _{crit}	Evaluation/Decision
below PHP 500 & PHP 500 - PHP 1,499	0.69	5.88	13.865	NS/ Accept Ho
below PHP 500 & PHP 1,500 - PHP 2,499	1.10	14.91	13.865	S/Reject Ho
below PHP 500 & PHP 2,500 - PHP 3,499	2.11	54.53	13.865	S/Reject Ho
below PHP 500 & PHP 3,500 - PHP 4,499	1.46	26.04	13.865	S/Reject Ho
below PHP 500 & PHP 4,500 - PHP 5,499	0.09	0.09	13.865	NS/ Accept Ho
PHP 500 - PHP 1,499 & PHP 1,500 - PHP 2,499	0.41	2.09	13.865	NS/ Accept Ho
PHP 500 - PHP 1,499 & PHP 2,500 - PHP 3,499	1.42	24.68	13.865	S/Reject Ho
PHP 500 - PHP 1,499 & PHP 3,500 - PHP 4,499	0.77	7.21	13.865	NS/ Accept Ho
PHP 500 - PHP 1,499 & PHP 4,500 - PHP 5,499	0.78	7.37	13.865	NS/ Accept Ho
PHP 1,500 - PHP 2,499 & PHP 2,500 - PHP 3,499	1.01	12.47	13.865	NS/ Accept Ho
PHP 1,500 - PHP 2,499 & PHP 3,500 - PHP 4,499	0.36	1.56	13.865	NS/ Accept Ho
PHP 1,500 - PHP 2,499 & PHP 4,500 - PHP 5,499	1.19	17.23	13.865	S/Reject Ho
PHP 2,500 - PHP 3,499 & PHP 3,500 - PHP 4,499	0.65	5.24	13.865	NS/ Accept Ho
PHP 2,500 - PHP 3,499 & PHP 4,500 - PHP 5,499	2.20	59.12	13.865	S/Reject Ho
PHP 3,500 - PHP 4,499 & PHP 4,500 - PHP 5,499	1.54	29.16	13.865	S/Reject Ho

least mean difference is between income below PHP 500 & PHP 4,500- PHP 5,499 (Pair 5) which is 0.09 with a computed F' value of 0.09.

The computed F' value of Pair 2 (below PHP 500 & PHP 1,500- PHP 2,499) which is 14.91, Pair 3 (below PHP 500 & -PHP2,500-PHP 3,499) which is 54.53, Pair 4(belowPHP500 & PHP 3,500- PHP 4,499) which is 13.865, and; Pair 7 (PHP 500-PHP 1,499 & PHP 2,500-PHP 3,499, Pair 12 (PHP 1,500-PHP 2,499 & PHP 4,500-PHP 5,499) which 13.865, Pair 14 (PHP 2,500-PHP 3,499-PHP 4,500-PHP 5,499),and; Pair 15 (PHP 3,500-PHP 4,499 & PHP 4,500-PHP 5,499 which is 29.16 are all higher than the critical F' values of 13.865, and at α at 0.05 level of significance and df of 5; while for the other pairs, the computed F' values are lesser than the aforecited critical F' value. Thus, seven pairs differed in their average income.

Street vending labor. As regard comparing the child labor practices along street vending labor by average income, the result of the analysis of variance are shown in Table 54. The means of the responses of the respondents in six income groups were 2.28 for PHP4,500- PHP 5,499, 2.49 for PHP below 500, 2.18 for PHP 500- PHP 1,499 were interpreted as "rarely". To determine whether the observed differences are significant, the one-way analysis of variance was applied. As reflected in the table, the variation of the child labor practices within the same group is 1.398. This is lower than the variation of the child labor practices between groups which is 0.379. Moreover, the computed F-value of

0.271 is lower than the critical F-value of 2.534 at $\alpha = 0.05$ and df 5 and 30. Thus, the hypothesis that "There is no significant difference in the child labor practices of the respondents along street vending labor by average income" is accepted. This indicates that the child labor practices along street vending labor by average income are similar.

Table 54

**Comparison of the Child Labor Practices Along Street Vending Labor
by Average Income Derived from Child Labor**

SUMMARY							
Income Grouping	Count	Sum	Weighted mean/ Interpretation		Variance		
below PHP 500	6	14.97	2.49	R	3.518		
PHP 500 - PHP 1,499	6	13.05	2.18	R	1.025		
PHP 1,500 -PHP 2,499	6	11.29	1.88	R	0.472		
PHP 2,500 -PHP 3,499	6	11.15	1.86	R	0.477		
PHP 3,500 -PHP 4,499	6	11.82	1.97	R	0.834		
PHP 4,500 -PHP 5,499	6	13.67	2.28	R	2.063		
ANOVA							
Source of Variation	SS	df	MS	F _{comp}	p-value	F _{crit}	Evaluation/ Decision
Between Groups	1.895	5	0.379	0.271	0.925	2.534	NS/Accept
Within Groups	41.946	30	1.398				Ho
Total	43.841	35	-	-	-	-	-

Other labor practices. As regard comparing the child labor practices along other labor practices by average income, the result of the analysis of variance are shown in Table 55. As reflected in the table, the variation of the child labor practices within the same group is 0.491. This is lower than the variation of the child labor practices between groups which is 0.143. Moreover, the computed F-value of 0.292 is lower than the critical F-value of 2.342 at $\alpha = 0.05$ and df 5 and 72. Thus, the hypothesis that "There is no significant difference in the child labor practices of the respondents along other labor practices by average income" is accepted. This indicates that the child labor practices along other labor practices by average income are similar.

Table 55

**Comparison of the Child Labor Practices Along Other Labor Practices
by Average Income Derived from Child Labor**

SUMMARY							
Income Grouping	Count	Sum	Weighted mean/ Interpretation		Variance		
below PHP 500	13	16.67	1.28	N	0.293		
PHP 500 - PHP 1,499	13	18.24	1.40	N	0.334		
PHP 1,500 -PHP 2,499	13	18.02	1.39	N	0.302		
PHP 2,500 -PHP 3,499	13	16.49	1.27	N	0.383		
PHP 3,500 -PHP 4,499	13	20.18	1.55	R	0.497		
PHP 4,500 -PHP 5,499	13	18.67	1.44	N	1.137		
ANOVA							
Source of Variation	SS	df	MS	F _{comp}	p-value	F _{crit}	Evaluation/ Decision
Between Groups	0.717	5	0.143	0.292	0.916	2.342	NS/Accept Ho
Within Groups	35.354	72	0.491				
Total	36.071	77	-	-	-	-	-

Educational Profile of the Respondents

This section discusses the data gathered relative to the educational profile of the respondents in terms of educational attainment, academic performance, classroom attendance and attitude towards schooling.

Educational attainment. As shown in Table 56, of the 345 child laborers involved in the study, 23 are in-school and 73 are out-of-school or 27.83 percent are high school level. This was followed by 17 in-school and 73 out-of-school or 26.09 percent who are elementary level. Meanwhile, the least is one in-school and three out-of-schools or 1.16 percent are high school graduates. This indicates that there are only 47 or 13.62 percent child laborers who are in-school while 298 or 86.38 percent are out-of-school.

Table 56

Educational Profile of the Child Laborers in Terms of Educational Attainment

Educational Attainment	Category		Total	Percent
	In-school	Out-of-School		
High School Graduate	1	3	4	1.16
High School Level	23	73	96	27.83
Elementary Graduate	4	74	78	22.61
Elementary Level	17	73	90	26.09
No Schooling	0	75	75	21.74
Not Specified	2	0	2	0.58
Total	47	298	345	100.00
Percent	13.62	86.38	100.00	-

Academic performance. The educational profile of the child laborers in terms of academic performance involved in the study is presented in Table 57.

Table 57

**Educational Profile of the Child-Laborers
in Terms of Academic Performance**

Number	Respondents' Category/Grades	
	In-school	Out-of-School
1	82.75	84.20
2	82.10	83.00
3	81.75	82.51
4	80.80	81.80
5	80.75	81.20
6	80.10	81.00
7	80.02	81.00
8	80.00	80.00
9	79.90	80.00
10	79.00	80.00
11	78.90	79.20
12	78.90	79.20
13	78.78	79.00
14	77.80	79.00
15		79.00
16		79.00
17		79.00
18		78.90
19		78.79
20		78.00
21		78.00
22		78.00
23		78.00
24		76.45
Total	1121.55	1914.25
Mean	80.11	79.76
SD	1.41	1.82

The highest academic performance of in-school child laborers is 82.75 while the out-of-school is 84.20. The lowest academic performance of the in-school is 77.80 percent while the out-of-school is 76.45 percent. The mean rating

for in-school is 80.11 with a standard deviation of 1.41 while the mean rating for out-of- 79.76 with a standard school is deviation Of 1.82. The data indicates that even if these child laborers are out-of-school, the academic performance is comparable with those in-school child laborers.

Classroom attendance. The educational profile of the child laborers in terms of classroom attendance is presented in Table 58. The highest classroom attendance is 20(in-school) and 53(out-of-school) or 21.16 percent. There were 14 in-school and 220 out-of-school who did not specify their classroom attendance.

Table 58

**Educational Profile of the Child Laborers in Terms of
Classroom Attendance While Schooling**

Classroom Attendance	Category		Total	Percent
	In-school	Out-of-School		
Always Present	4	19	23	6.67
Often Present	20	53	73	21.16
Rarely Present	9	5	14	4.06
Always Absent	0	1	1	0.29
Not Specified	14	220	234	67.83
Total	47	298	345	100.00
Percent	13.62	86.38	100.00	-

The data implies child laborers are always out for a living and they are not vent on attending classroom activities.

Attitudes toward schooling. The educational profile of the child laborers in terms of attitude toward schooling is presented in Table 59. Noteworthy for in-school is attitudes 5 & 8 which states "Do you idolize with high respect people who have finished schooling?" and "Do you enjoy going to school?" with a mean of 4.51 and 4.55 which was considered by them as "strongly agree". On the other hand, the out-of-school have considered attitudes 3-9 which states "Do you believe that things taught in the school are very useful for you to succeed in life?", "Are you willing to do everything just to finish schooling?", "Do you idolize with high respect people who have finished schooling?", "Are you willing to help your parents by sending your younger brother and sister just to finish schooling?", "Are you willing to sacrifice because schooling is very important?", "Do you enjoy going to school?", and "Do you ever miss your class?" and means of 3.66, 3.80, 3.87, 3.91, 3.85, 3.65, and 3.74 "Agree". The grand mean for in-school child laborers is 4.42 while the out-of-school is 3.61 with a total grand mean of 3.72. This implies that child laborers both in-school and out-of-school have "agreed" in all the attitudes statements towards schooling. This may mean that in-school and out-of-school child laborers do not differ in their attitude towards schooling as evidenced by the data presented in Table 59.

Table 59

**Educational Profile of the Child Laborers in Terms of
Attitude Towards Schooling**

Attitude Statements	Child-Laborers' Category				Combined Mean/ Inter-pretation	
	In-School		Out-of-School			
	W. Mean/ Interpretation		W. Mean/ Interpretation			
1. Going to school is your top most priority?	4.09	A	2.91	U	3.07	U
2. Do you believe that schooling will make you a better person?	4.43	A	3.45	U	3.58	A
3. Do you believe that things taught in the school are very useful for you to succeed in life?	4.47	A	3.66	A	3.77	A
4. Are you willing to do everything just to finish schooling?	4.43	A	3.80	A	3.89	A
5. Do you idolize with high respect people who have finished schooling?	4.51	SA	3.87	A	3.96	A
6. Are you willing to help your parents by sending your younger brother and sister just to finish schooling?	4.45	A	3.91	A	3.98	A
7. Are you willing to sacrifice because schooling is very important?	4.50	A	3.85	A	3.94	A
8. Do you enjoy going to school?	4.55	SA	3.65	A	3.78	A
9. Do you ever miss your class?	4.35	A	3.74	A	3.82	A
10. Do you always study your lessons and do your work school assignments?	4.43	A	3.30	U	3.45	U
11. Do you strive for the best to improve your performance in school?	4.43	A	3.28	U	3.43	U
12. Are you engaged in child labor to finance your schooling?	4.41	A	3.39	U	3.53	A
13. Do you believe that finishing a degree is the solution of your financial problems?	4.48	A	3.60	A	3.72	A
Total	57.51	-	36.14	-	37.24	-
Grand Mean	4.42	A	3.61	A	3.72	A

Legend:

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

Differences in Respondents' Educational Profile According to Classification

The comparison of the educational profile of the in-school and out-of-school child laborers is presented in Table 60. The computed χ^2 of 40.568 for educational attainment and 54.350 for classroom attendance were higher than the critical value of 1.96 at $\alpha = 0.05$ level of significance and df of 5 and 4. This led to the rejection of the hypothesis that "There is no significant relationship of the educational profile and the child labor practices.

Table 60

Comparison of the Educational Profile of the In-School and Out-of-School Child Laborers

Aspect/Area	Respondents' Category		Statistic	df	Critical Value at $\alpha = 0.05$	Evaluation/ Decision
	In-School	Out-of-School				
Educational Attainment	Mode = High School level	Mode = No Schooling	$\chi^2 = 40.568$	5	$\chi^2 = 11.070$	S/Reject Ho
Academic Performance	Mean = 80.11	Mean = 79.76	t = 0.620	36	t = 2.028	NS/ Accept Ho
Classroom Attendance	Mode = Often Present	Mode = Not Specified	$\chi^2 = 54.350$	4	$\chi^2 = 9.488$	S/Reject Ho
Attitude Towards Schooling	W. Mean = 4.42 (Agree)	W. Mean = 3.61 (Agree)	z = 0.620	-	z = 1.96	NS/ Accept Ho

The mean values of 80.11 for in-school and 79.76 for out-of-school in academic performance and weighted mean of 4.42 for in school and 3.61 for out-of-school in attitude towards schooling. The t-value of 2.028 for academic performance and the z-value 1.96 for attitude for schooling is not significant which led to the acceptance of the hypothesis that "There is no significant relationship between the educational profile of the in-school and the out-of-school child laborers.

Relationship Between Respondents' **Child Labor Practices and** **Personal Profile**

This section discusses the relationships between respondents' child labor practices and personal profile accompanied by several tables.

Domestic/household labor. Table 61 presents the correlation between the respondents' child labor practices along domestic/household labor and their personal profile. As gleaned on said table, the r 's of 0.297 for age, -0.582 for sex, 0.115 for activities for social activities, and; 0.246 for religious activities are significant to the respondents' child labor practices along domestic/household labor.

Looking closely at the Fisher's t-value of 5.76 for age, 13.26 for sex, 2.15 for social activities, and; 4.69 for religious activities are all higher than the critical t-value of 1.96 at $\alpha = 0.05$, level of significance and df at 343 while others are lower than the critical value. This led to the rejection of the hypothesis that

"There is no significant difference between child labor practices of the respondents' age, sex, social activities and religious activities.

Table 61

**Correlation Between the Respondents' Child Labor Practices
Along Domestic/Household Labor and Their
Personal Profiles**

Personal Profile	r_{xy}	Fisher's t_c	Evaluation/ Decision
Age	0.297	5.76	S
Sex	-0.582	13.26	S
Birth Order in the Family	0.014	0.26	NS
Activities Engaged In			
Social Activities	0.115	2.15	S
Religious Activities	0.246	4.69	S
Other Activities	0.071	1.31	NS
Average Income Derived from Child Labor	-0.073	1.35	NS

Legend:

t_c : computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 343$; critical $t = 1.96$

Fishing/farming labor. Table 62 presents the correlation between the respondents' child labor practices along fishing/farming labor and their personal profile. As gleaned on said table, the r 's of 0.020 for age, 0.065 for birth order in the family, 0.093 for social activities, 0.081 for religious activities, 0.083 for other activities, -0.085 for average income are not significant related to the respondents

child labor practices along farming/fishing labor. However, 0.36 for sex is significant related to respondents' labor practices.

Table 62

**Correlation Between the Respondents' Child Labor Practices
Along Fishing/Farming Labor and Their
Personal Profiles**

Personal Profile	r_{xy}	Fisher's t_c	Evaluation/ Decision
Age	0.020	0.38	NS
Sex	0.366	7.28	S
Birth Order in the Family	0.065	1.21	NS
Activities Engaged In			
Social Activities	0.093	1.74	NS
Religious Activities	0.081	1.50	NS
Other Activities	0.083	1.54	NS
Average Income Derived from Child Labor	-0.085	1.58	NS

Legend:

t_c - computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 343$; critical $t = 1.96$

Looking closely at the Fisher's t-value of 0.38 for age, 1.21 for birth order, 0.093 for social activities, and; 0.081 for religious activities, 0.083 for other activities, -0.085 for average income are all lower than the critical t-value of 1.96 at $\alpha = 0.05$ level of significance and df at 343. This led to the acceptance of the hypothesis that "There is no significant difference between child labor practices of the respondents' age, birth order, social activities, religious activities, other activities, and; average income derived from child labor. However, the Fisher's t-value of 7.28 for sex is higher than the critical value of 1.96 $\alpha = 0.05$ level of significance and df at 343. This led to the rejection of the hypothesis that "There

is no significant difference between child labor practices of the respondents' and sex."

Scavenging labor. Table 63 presents the comparison between the respondents' child labor practices along scavenging labor and their personal profile. As gleaned on the table, the r 's of 0.009, for age; 0.064 for birth order in the family; 0.022 for religious activities and 0.048 for average income are not significant to the respondents' child labor practices along scavenging labor. However, the r 's of 0.225 for sex, 0.247 for social activities and 0.231 for other activities are significant.

Table 63

**Correlation Between the Respondents' Child Labor Practices
Along Scavenging Labor and Their
Personal Profiles**

Personal Profile	r_{xy}	Fisher's t_c	Evaluation/ Decision
Age	0.009	0.17	NS
Sex	0.225	4.28	S
Birth Order in the Family	0.064	1.19	NS
Activities Engaged In			
Social Activities	0.247	4.72	S
Religious Activities	0.022	0.41	NS
Other Activities	0.231	4.40	S
Average Income Derived from Child Labor	0.048	0.89	NS

Legend:

t_c - computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 343$; critical $t = 1.96$

Looking closely at the Fisher's t-value of 4.28 for age, 4.72 for social activities, and; 4.40 for other activities are all higher than the critical t-value of 1.96 at $\alpha = 0.05$ level of significance and df at 343. This led to the rejection of the hypothesis that "There is no significant difference between child labor practices of the respondents' age, social activities, and; other activities. However, the Fisher's t-value of 0.17 for age, 1.19 for birth order, 0.41 for religious activities, and 0.89 for average income is lower than the critical value of 1.96 $\alpha = 0.05$ level of significance and df at 343. This led to the acceptance of the hypothesis that "There is no significant difference between child labor practices of the respondents' and age, birth order, religious activities and average income."

Street vending labor. Table 64 presents the comparison between the respondents' child labor practices along street vending labor and their personal profile. As gleaned on the table, the r's of -0.029 for religious activities is not significant to the respondents' child labor practices along street vending labor. However, the r's of -0.157 for age; 0.135 for sex; 0.120 for birth order in the family; 0.217 for social activities and 0.289 for other activities, and average income derived from child labor are significant.

Looking closely at the Fisher's t-value of 2.94 for age; 2.52 for sex; 2.24 for birth order in the family; 4.12 for social activities, and 5.59 for other activities, and 3.43 for average income derived from child labor are all higher than the critical t-value of 1.96 at $\alpha = 0.05$ level of significance and df at 343. This led to

Table 64

**Correlation Between the Respondents' Child Labor Practices
Along Street Vending and Their
Personal Profile**

Personal Profile	r_{xy}	Fisher's t_c	Evaluation/ Decision
Age	-0.157	2.94	S
Sex	0.135	2.52	S
Birth Order in the Family	0.120	2.24	S
Activities Engaged In			
Social Activities	0.217	4.12	S
Religious Activities	-0.029	0.54	NS
Other Activities	0.289	5.59	S
Average Income Derived from Child Labor	0.182	3.43	S

Legend:

t_c - computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 343$; critical $t = 1.96$

the rejection of the hypothesis that "There is no significant difference between child labor practices of the respondents' age, sex, birth order in the family, social activities, other activities, and average income from child labor. However, the Fisher's t-value of 0.54 for religious activities is lower than the critical value of 1.96 $\alpha = 0.05$ level of significance and df at 343. This led to the acceptance of the hypothesis that "There is no significant difference between child labor practices of the respondents' and religious activities."

Other labor practices. Table 65 presents the comparison between the respondents' child labor practices along other labor activities and their personal

profile. As gleaned on the table, the r 's of 0.195 for age, 0.135 for sex, 0.366 for religious activities, and; 0.214 for average income are significant to the respondents' child labor practices along other labor activities. However, the r of 0.071 for birth order, 0.023 for religious activities and 0.292 for social activities are not significantly related with the respondents' profile.

Table 65

**Correlation Between the Respondents' Child Labor Practices
Along Other Labor Activities and Their
Personal Profile**

Personal Profile	r_{xy}	Fisher's t_c	Evaluation/ Decision
Age	0.195	3.68	S
Sex	0.135	2.52	S
Birth Order in the Family	0.071	1.32	NS
Activities Engaged In			
Social Activities	0.292	5.65	NS
Religious Activities	0.023	0.43	NS
Other Activities	0.366	7.28	S
Average Income Derived from Child Labor	0.214	4.06	S

Legend:

t_c - computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 343$; critical $t = 1.96$

Looking closely at the Fisher's t-value of 3.68 for age, 2.52 for sex, 7.28 for other activities, and; 4.06 for average income are all higher than the critical t-value of 1.96 at $\alpha = 0.05$ level of significance and df at 343. This led to the

rejection of the hypothesis that “There is no significant difference between child labor practices and the respondents’ age, birth order, other activities, and; average income.

Table 66 presents the comparison between the respondents’ child labor practices along domestic/household labor activities and their educational profile. As reflected on the table, the r of 0.250 for educational attainment, 0.318 for academic performance, 0.068 for classroom attendance, 0.068 for classroom attendance, and; 0.266 for attitude towards schooling.

Relationship Between Respondents’ Child Labor Practices and Educational Profile

This section discusses the relationships between respondents’ child labor practices and educational profile.

Domestic/household labor. Table 66 reflects the correlational results between respondents’ child labor practices along domestic/household labor and educational profile.

The Fisher’s t -value of 4.79 for educational attainment, 6.21 for academic performance, and 5.11 for attitude towards schooling are all higher than the critical t -value of 1.96 at $\alpha = 0.05$ level of significance and df at 343. This led to the rejection of the hypothesis that “There is no significant difference between child labor practices of the respondents and their educational profile domestic/household labor.

Table 66

**Correlation Between the Respondents' Child Labor Practices
Along Domestic/Household Labor Activities and Their
Educational Profile**

Areas/Aspects of Educational Profile	r_{xy}	Fisher's t_c	Evaluation/ Decision
Educational Attainment	0.250	4.79	S
Academic Performance	0.318	6.21	S
Classroom Attendance	0.068	1.25	NS
Attitude Towards Schooling	0.266	5.11	S

Legend:

t_c : computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 343$; critical $t = 1.96$

Fishing/farming labor. Table 67 presents the relationship between the respondents' child labor practices along fishing/farming labor activities and their educational profile. As reflected on the table, the r of -0.095 for educational attainment, 0.066 for academic performance, -0.045 for classroom attendance, and; 0.038 for attitude towards schooling.

The Fisher's t -value of 1.77 for educational attainment, 1.23 for academic performance, and 0.834 for classroom attendance, and 0.70 for attitude towards schooling are lower than the critical t -value of 1.96 at $\alpha = 0.05$ level of significance and df at 343. This led to the acceptance of the hypothesis that "There is no significant difference between child labor practices of the respondents and their educational profile along fishing/farming labor activities.

Table 67

**Correlation Between the Respondents' Child Labor Practices
Along Fishing/Farming Labor Activities and Their
Educational Profile**

Areas/Aspects of Educational Profile	r_{xy}	Fisher's t_c	Evaluation/ Decision
Educational Attainment	-0.095	1.77	NS
Academic Performance	0.066	1.23	NS
Classroom Attendance	-0.045	0.83	NS
Attitude Towards Schooling	0.038	0.70	NS

Legend:

t_c - computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 343$; critical $t = 1.96$

Scavenging labor. Table 68 presents the comparison between the respondents' child labor practices along scavenging labor activities and their educational profile. As reflected on the table, the r of 0.097 for educational attainment, -0.018 for academic performance, 0.104 for classroom attendance, and; 0.105 for attitude towards schooling.

The Fisher's t -value of 1.81 for educational attainment, 0.34 for academic performance, and 0.104 for classroom attendance, and 0.105 for attitude towards schooling are lower than the critical t -value of 1.96 at $\alpha = 0.05$ level of significance and df at 343. This led to the acceptance of the hypothesis that "There is no significant difference between child labor practices of the respondents and their educational profile along scavenging.

Table 68

**Correlation Between the Respondents' Child Labor Practices
Along Scavenging Labor Activities and Their
Educational Profile**

Areas/Aspects of Educational Profile	r_{xy}	Fisher's t_c	Evaluation/ Decision
Educational Attainment	0.097	1.81	NS
Academic Performance	-0.018	0.34	NS
Classroom Attendance	0.104	1.94	NS
Attitude Towards Schooling	0.105	1.95	NS

Legend:

t_c . computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 343$; critical $t = 1.96$

Street vending labor. Table 69 presents the comparison between the respondents' child labor practices along street vending labor activities and their educational profile. As reflected on the table, the r of 0.140 for educational attainment, 0.214 for academic performance, 0.075 for classroom attendance, and; 0.030 for attitude towards schooling.

The Fisher's t -value of 2.61 for educational attainment, 4.06 for academic performance, and 0.834 for classroom attendance are significant thus, the hypothesis that "There is no significant difference between child labor practices of the respondents and their educational profile along street vending labor activities" is rejected. On the other hand, the Fisher's t -value of 1.39 for classroom

attendance and 0.56 for attitude towards schooling are lower than the critical t-value of 1.96 at $\alpha = 0.05$ level of significance and df at 343. This led to the acceptance of the hypothesis that "There is no significant difference between child labor practices of the respondents and their educational profile along street vending labor activities.

Table 69

**Correlation Between the Respondents' Child Labor Practices
Along Street Vending Labor Activities and Their
Educational Profile**

Areas/Aspects of Educational Profile	r_{xy}	Fisher's t_c	Evaluation/ Decision
Educational Attainment	0.140	2.61	S
Academic Performance	0.214	4.06	S
Classroom Attendance	0.075	1.39	NS
Attitude Towards Schooling	0.030	0.56	NS

Legend:

t_c - computed Fisher's t-value evaluated at $\alpha = 0.05$, df = 343; critical t = 1.96

Other labor practices. Table 70 presents the comparison between the respondents' child labor practices along street other labor practices and their educational profile. As reflected on the table, the r of 0.280 for educational attainment, 0.285 for academic performance, 0.188 for classroom attendance, and; 0.106 for attitude towards schooling.

Table 70

**Correlation Between the Respondents' Child Labor Practices
Along Street Other Labor Activities and Their
Educational Profile**

Areas/Aspects of Educational Profile	r_{xy}	Fisher's t_c	Evaluation/ Decision
Educational Attainment	0.280	5.40	S
Academic Performance	0.285	5.50	S
Classroom Attendance	0.188	3.54	S
Attitude Towards Schooling	0.106	1.97	S

Legend:

t_c - computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 343$; critical $t = 1.96$

The Fisher's t-value of 5.40 for educational attainment, 5.50 for academic performance, and 3.54 for classroom attendance, and; 1.97 for attitude towards schooling are significant thus, the hypothesis that "There is no significant difference between child labor practices of the respondents and their educational profile along street other labor activities "is rejected. The fisher's t. values are lower than the critical t-value of 1.96 at $\alpha = 0.05$ level of significance and df at 343.

**Relationship Between Respondents'
Child Labor Practices and
Parent-Related Profile**

The study looked into the relationship between the child labor practices pf the respondents and their personal, educational and parent-related profile. The results of this correlation are in Tables 71 - 75.

Domestic/household labor. Shown in Table 71 are the data in the relationship between the respondents' labor practices along domestic/household and their parent-related profile. As gleaned from the table, the parent-related

Table 71

**Correlation Between the Respondents' Child Labor Practices
Along Domestic/Household Labor and Their
Parent-Related Profile**

Parents' Profile	r_{xy}	Fisher's t_c	Evaluation/ Decision
Age	0.239	4.55	S
Educational Attainment	0.121	2.26	S
Occupation	-0.184	3.46	S
Other Sources of Income	-0.065	1.20	NS
Family Size	0.035	0.65	NS
Activities Engaged In			
Social Activities	0.229	4.35	S
Religious Activities	0.224	4.26	S
Attitude Towards			
Education	0.299	5.80	S
Attitude Towards Their Child's Labor Activities	-0.112	2.09	S

Legend:

t_c - computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 343$; critical $t = 1.96$

profile such as sources of income and family size when correlated with the respondents; child labor practices along domestic/household indicated a negligible correlation with r values of -0.065 and 0.035, respectively. The t -values

obtained were 1.20 and 0.65, respectively. Since these computed t-values were lesser than the tabular t-values of 1.96 at 0.05 level of significance with 343 df, the evaluation resulted to the acceptance of the hypothesis that “there is no significant relationship between the respondents’ labor practices along domestic/household and their parent-related profile, namely: sources of income and family size. The findings denoted that their other sources of income and family size did not affect the respondents’ child labor practices along domestic/household labor.

However, it can be noted that the parent-related profile such as their age, educational attainment, occupation, activities engaged in social and religious activities, attitude towards education and attitude towards their child’s labor activities significantly relate to the respondent’s labor practices in domestic/household labor as suggested by their r-values of 0.239, 0.21, -0.184, 0.229, 0.224, 0.299, and -0.11, respectively. The findings implied that the parents; age, little education, attitude towards education may be the caused that parents often ask their children to work as domestic/household.

Fishing/farming labor. Table 72 depicts the correlational analysis between the respondents’ child labor practices along fishing/farming labor and their parent-related profile. As revealed by the table, the correlational coefficients on parents’ profile such as age, educational attainment, family size, activities engaged in social and religious activities and the respondents’ labor practices along fishing/farming. Correspondingly, the t-values for testing the

significance of the relationship were pegged at 2.57, 2.24, 2.56, 2.19, 2.03 and 2.27 were found to be greater than the critical t-values of 1.96 at 0.05 level of significance with 343 degrees of freedom.

This leads to the rejection of the hypothesis that “there is no significant relationship between the respondents’ child labor practices along fishing/farming labor and their parent-related profile. The above-mentioned parent-related profile affects the respondents’ labor practices along fishing/farming labor.

Table 72

**Correlation Between the Respondents' Child Labor Practices
Along Fishing/Farming Labor and Their
Parent-Related Profile**

Parents' Profile	r_{xy}	Fisher's t_c	Evaluation/ Decision
Age	0.138	2.57	S
Educational Attainment	-0.120	2.24	S
Occupation	0.070	1.29	NS
Other Sources of Income	0.027	0.49	NS
Family Size	0.137	2.56	S
Activities Engaged In			
Social Activities	0.117	2.19	S
Religious Activities	0.109	2.03	S
Attitude Towards Education	0.122	2.27	S
Attitude Towards Their Child's Labor Activities	0.065	1.21	NS

Legend:

t_c .computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 343$; critical $t = 1.96$

Scavenging labor. Table 73 presents the result of the correlational analysis between the child labor practices of the respondents along scavenging and their parent-related variates. The correlation coefficients for age, occupation,

Table 73

**Correlation Between the Respondents' Child Labor Practices
Along Scavenging Labor and Their
Parent-Related Profile**

Parents' Profile	r_{xy}	Fisher's t_c	Evaluation/ Decision
Age	0.026	0.48	NS
Educational Attainment	0.191	3.60	S
Occupation	0.067	1.24	NS
Other Sources of Income	0.188	3.55	S
Family Size	0.023	0.43	NS
Activities Engaged In			
Social Activities	0.207	3.92	S
Religious Activities	0.107	1.99	S
Attitude Towards Education	0.018	0.34	NS
Attitude Towards Their Child's Labor Activities	-0.004	0.08	NS

Legend:

t_c - computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 343$; critical $t = 1.96$

family size, attitude towards education, and attitude towards their child's labor activities were: 0.026, 0.067, 0.023, 0.018, and -0.004, respectively. These posted absolute Fisher's t-values of 0.48 (age), 1.24 (occupation), 0.43 (family size), 0.34

(attitude towards education), and 0.08 (attitude towards their child's labor activities), which proved lesser than the critical t-value of 1.96 at 0.05 level of significance and $df = 343$. This led to the acceptance of the hypothesis that "There is no significant relationship between the child labor practices of the respondents along scavenging and their parents' profile in terms of age, occupation, family size, attitude towards education, and attitude towards their child's labor activities.

Meanwhile for educational attainment, other sources of income, social activities, and religious activities, the values of r_{xy} were 0.191 (Fisher's $t = 3.60$), 0.188 (Fisher's $t = 3.60$), 0.207 (Fisher's $t = 3.92$), and 0.107 (Fisher's $t = 1.99$). The corresponding Fisher's t-values were numerically greater than the critical t-value of 1.96 at $\alpha = 0.05$. Therefore, the corresponding hypothesis was rejected.

The results imply that the profile of the child laborers' parents in terms of age, occupation, family size, attitude towards education, and attitude towards their child's labor activities had nothing to do with the child laborers' labor practices. However, the results showed that child laborers whose parents had higher level of education, who had other sources of income were better, who were more engaged in social and religious activities, practice scavenging more frequently than those whose parents had lower educational attainment; who had no additional source of income; who were not actively involved in social and religious activities.

Street vending labor. Table 74 shows that the correlation coefficients for age, educational attainment, occupation, family size, attitude towards education, and attitude towards their child's labor activities were: 0.003, 0.086, 0.029, 0.019,

Table 74

**Correlation Between the Respondents' Child Labor Practices
Along Street Vending Labor and Their
Parent-Related Profile**

Parents' Profile	r_{xy}	Fisher's t_c	Evaluation/ Decision
Age	0.003	0.06	NS
Educational Attainment	0.086	1.59	NS
Occupation	0.029	0.53	NS
Other Sources of Income	0.107	1.99	S
Family Size	0.019	0.34	NS
Activities Engaged In			
Social Activities	0.218	4.14	S
Religious Activities	0.153	2.86	S
Attitude Towards Education	-0.023	0.42	NS
Attitude Towards Their Child's Labor Activities	-0.050	0.92	NS

Legend:

t_c - computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 343$; critical $t = 1.96$

-0.023 and -0.050, respectively. These posted absolute Fisher's t-values of 0.06 (age), 1.59 (educational attainment), 0.53 (occupation), 0.34 (family size), 0.42 (attitude towards education), and 0.92 (attitude towards their child's labor

activities), which proved lesser than the critical t-value of 1.96 at 0.05 level of significance and $df = 343$. This led to the acceptance of the hypothesis that "There is no significant relationship between the child labor practices of the respondents along street vending and their parents' profile in terms of age, educational attainment, occupation, family size, attitude towards education, and attitude towards their child's labor activities.

Meanwhile for other sources of income, social activities, and religious activities, the values of r_{xy} were 0.107 (Fisher's $t = 1.99$), 0.218 (Fisher's $t = 4.14$), and 0.153 (Fisher's $t = 2.86$). The corresponding Fisher's t-values were numerically greater than the critical t-value of 1.96 at $\alpha = 0.05$ and $df = 343$. Therefore, the corresponding hypothesis was rejected.

The results imply that the profile of the child laborers' parents in terms of age, educational attainment, occupation, family size, attitude towards education, and attitude towards their child's labor activities had nothing to do with the child laborers' labor practices. However, the results showed that child laborers whose parents had other sources of income, who were more engaged in social and religious activities, practice street vending more frequently than those who no additional source of income, and were not actively involved in social and religious activities.

Other labor practices. Table 75 shows that the correlation coefficients for educational attainment, occupation, other sources of income, family size, and

Table 75

**Correlation Between the Respondents' Child Labor Practices
Along Other Labor Activities and Their
Parent-Related Profile**

Parents' Profile	r_{xy}	Fisher's t_c	Evaluation/ Decision
Age	0.236	4.49	S
Educational Attainment	0.070	1.30	NS
Occupation	-0.055	1.03	NS
Other Sources of Income	0.076	1.41	NS
Family Size	0.021	0.38	NS
Activities Engaged In			
Social Activities	0.326	6.39	S
Religious Activities	0.248	4.75	S
Attitude Towards			
Education	0.058	1.08	NS
Attitude Towards Their Child's Labor Activities	-0.164	3.08	S

Legend:

t_c . computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 343$; critical $t = 1.96$

attitude towards their child's labor activities were: 0.070, -0.055, 0.076, 0.021, and 0.058, respectively. These posted absolute Fisher's t-values of 1.30 (educational attainment), 1.03 (occupation), 1.41 (other sources of income), 0.38 (family size), and 1.08 (attitude towards education), which proved lesser than the critical t-value of 1.96 at 0.05 level of significance and $df = 343$. This led to the acceptance of the hypothesis that "There is no significant relationship between the child labor practices of the respondents along other labor activities and their parents'

profile in terms of educational, occupation, other sources of income, family size, and attitude towards education.

Meanwhile for age, social activities, religious activities, and attitude towards their child's labor activities, the values of r_{xy} were 0.236 (Fisher's $t = 4.49$), 0.326 (Fisher's $t = 6.39$), 0.248 (Fisher's $t = 4.75$), and -0.164 (Fisher's $t = 3.08$). The corresponding Fisher's t -values were numerically greater than the critical t -value of 1.96 at $\alpha = 0.05$ and $df = 343$. Therefore, the corresponding hypothesis was rejected.

The results imply that the profile of the child laborers' parents in terms of educational attainment, occupation, other sources of income, family size, and attitude towards education had nothing to do with the child laborers' other labor practices. However, the results showed that child laborers whose parents were older, were actively involved in social and religious activities, and had negative attitude towards their child's labor activities practice other labor activities more frequently than those whose parents were older, who were not actively involved in social and religious activities.

Problems Encountered by the Respondents

Table 76 presents the problems encountered by the respondents. Out of the 10 listed problems, seven were considered as "Highly Felt" and three were "Moderately Felt." The highest weighted mean of 4.44 or "Highly Felt" was "Do

Table 76

Problems Encountered by the Child Laborers

Problems	Child-Laborers' Category				Combined Mean/Interpretation	
	In-School		Out-of-School			
	W. Mean/ Interpretation	W. Mean/ Interpretation				
1. Are your parents weak that’s why they cannot support you financially?	3.28	MF	3.32	MF	3.31	MF
2. Are your parents taking care of you always?	3.57	HF	3.20	MF	3.25	MF
3. Even if you are desirous to go to in the school are you forced to stop and look for food just to sustain the family?	3.75	HF	3.56	HF	3.59	HF
4. Being the eldest of the family, did your parents force you to engage in child labor for you to help your younger brothers and sisters financially for schooling?	3.71	HF	3.83	HF	3.81	HF
5. Because you are earning money now, do you still want to go to school?	3.83	HF	3.80	HF	3.81	HF
6. Does your employer permit you to go to school even it will affect your work?	3.40	MF	3.03	MF	3.08	MF
7. Do the continuous increase of school supplies and fare hinder you to finish your studies?	4.44	HF	3.91	HF	3.98	HF
8. Do you ever feel that your parents abuse you physically and mentally for petty reasons or for not remitting enough from your income in child labor?	3.83	HF	3.58	HF	3.62	HF
9. Do your parents tell you not to go to school anymore because you will not earn money for daily subsistence of the family?	3.46	MF	3.39	MF	3.40	MF
10. Do your peers and fellow child laborers influence you not to go to school anymore?	3.70	HF	3.50	MF	3.53	HF
Total	36.97	-	35.13	-	35.38	-
Grand Mean	3.70	HF	3.51	HF	3.54	HF

Legend:

4.51 - 5.00 Extremely Felt (EF)

3.51 - 4.50 Highly Felt (HF)

2.51 - 3.50 Moderately Felt (MF)

1.51 - 2.50 Slightly Felt (SF)

1.00 - 1.50 Not Felt (NF)

the continuous increase of school supplies and fare hinders you to finish your studies." This was followed by the problems that "Do you ever feel that your parents abuse you physically and mentally for petty reasons or for not remitting enough from your income in child labor?" and "Because you are earning now, do you still want to go to school?" with a weighted mean of 8.83. The problem that "Are your parents weak that is why they cannot support you financially?" was moderately felt by the respondents with a weighted mean of 3.28 for the in-school respondents. In general, problems listed were "Highly Felt" by the children engaged in child labor as evidenced by the grand mean of 3.70.

For out-of-school respondents, out of the 10 listed problems encountered, five were considered as "Highly Felt" and five was "Moderately Felt." The highest weighted mean of 3.91 or "Highly Felt" was "Do the continuous increase of school supplies and fare hinder you finish your studies?" followed by a weighted mean of 3.83 was "Being the eldest of the family, did your parents forced you to engage in child labor for you to help your younger brothers and sisters financially for schooling?" The problem that "Are your parents taking care of you always?" was moderately felt by the respondents with a weighted mean of 3.20. In general, problems listed were "Highly Felt" as evidence by the grand mean of 3.54.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, the corresponding conclusions drawn as well as the recommendations formulated.

Summary of Findings

The following are the salient findings of the study:

1. The average age of children engaged in child labor who were involved in the study was pegged at 14.62 years with a standard deviation of 2.51 years. By grouping, the following were the results: in-school 14.32 years with standard deviation of 2.06 years; and out-of-school 14.66 years with a standard deviation of 2.58 years.
2. Majority of the respondents for the two groupings are males with 25 for in-school and 182 for out-of-school respectively. In general, out of 345 respondents, 207 or 60.09 percent composed the males and 136 or 39.42 percent composed the females. Hence, majority of those engaged in child labor are males.
3. The highest number of in-school respondents was born as first child followed by second child with 82 and 76, respectively. Moreover, among the out-of-school, the highest frequency of 11 was second child, followed by those who were born first with 10. As a whole, the most number of children

involved in the study were “first born” with 92 or 26.67 percent, followed by those who were born second with 87 or 25.22 percent.

4. The out-of-school posted the highest average income from child labor which amounted to Php 1,511.92 while the in-school respondents earned Php 1,254.68. In general, the average income of child laborers involved in this study was posted at Php 1,511.31 with a standard deviation of 1,154.74. This indicates that the income from child labor is very meager.

5. The average age of child laborers parents respondents’ who were involved in the study was pegged at 42.35 years with standard deviation of 9.84 years while the out-of-school – 42.27 years with standard deviation of 9.89 years.

6. The highest number of the in-school respondents’ parents has reached elementary level with 20; among the out-of-school the highest number of their respondents’ parent reached elementary level of 101. Generally, among the 345 respondents, the highest number of their parent’s respondents, that is, 121 or 35.07 percent reached high school level.

7. As regards to occupation of the parents of the respondents for in-school respondents, 13 were domestic helper. On the other hand, for those who had out-of-school 113 were farmer/fisherman. As a whole, the modal occupation of respondents’ parents was farmer/fisherman followed by domestic helper with 124 or 35.94 percent and 59 or 17.10 percent.

8. On the other source of income for parents respondents. For in-school 23 had no other source of income. For out-of-school 173 also had no other source of income. Thus, the result 196 or 56.81 percent no other source of income.

9. The average family size of the two groups of respondents was as follows: in-school with a mean of eight members and standard deviation of two members; out-of-school with a mean of 7 members and standard deviation of 2 members. As a whole, the respondents belonged to average size of seven members and standard deviation of 2 members.

10. On the attitude towards education by the child laborers parents' respondents, the in-school respondents expressed a favorable attitude towards schooling with a grand mean of 4.18 or "agree". Meanwhile, the out-of-school had also favorable attitude with a grand mean of 3.91 or "agree".

11. As regards to the parents-respondents attitude towards their children's labor activities, the in-school respondents parents' expressed most favorable attitude towards their children's' labor activities with a grand mean of 4.52 or "strongly agree". And the out-of-school had also been favorable attitude with a grand mean of 4.59 or "strongly agree".

12. Domestic/household labor activist were "sometimes" practice by the in-school respondents and out-of-school as evidenced by the grand mean of 3.43 and 3.36 respectively.

13. Fishing/farming labor activities were “often” practiced by the in-school respondents and out-of-school respondents with grand mean of 3.53 and 3.73 respectively.

14. Scavenging labor activities were “sometimes” practiced by the in-school respondents with a grand mean of 2.92, while these “rarely” practiced by the out-of-school with a grand mean of 2.26.

15. Street vending were “rarely” practiced by the child laborers involved in this study inasmuch as the grand mean were 1.95 and 2.22 in-school and out-of-school respectively.

16. The other labor activities were “never” practiced by the child laborers involved in this study inasmuch as the grand mean were 1.35 and 1.46 in-school and out-of-school respectively.

17. The computed F-value for comparing the child labor practices by group was posted at 10.118 which were numerically greater than the critical or tabular F-value of 2.207 with degree of freedom of 7 for between groups and 48 for within groups. Thus, the hypothesis that “there is no significant difference in the child labor practices of the respondents by group” was rejected.

18. To determine which age group differed significantly, the Scheffe’s Test was applied where out of twenty-one age groups, five groups were found to have no significant difference, as follows: 1) 15 and 9 years old with a mean difference of 2.61 and F-value of 36.96, 2) 16 and 9 years old with a mean difference of 2.57 and F-value 35.84, 3) 17 and 9 years old with a mean difference

of 2.44 and F-value of 32.31, 4) 14 and 9 years old with a mean difference of 2.09 and F-value of 23.70, 5) 13 and 9 years old with a mean difference of 1.82 and F-value of 17.97.

19. The computed F-value for comparing the child labor practices by groups was posted at 3.033 which was greater than the critical F-value of 2.008 with degrees of freedom of 10 for between groups and 55 for within groups. Thus, the hypothesis that "there are no significant differences in the child labor practices of the respondents by group" was rejected.

20. To determine which pair differ significantly the Scheffe's test was applied where out of the fifty-five pairs, two were found to have no significant difference, as follows: 1) 18 and 8 years with computed F-value of 15.35 and a mean difference of 1.86 and 2) 9 and 8 years old the mean difference was posted at 1.83 with the computed F-value of 14.86.

21. The computed F-value for comparing the child labor activities along scavenging by age group was posted at 3.82 which were greater than the critical F-value of 2.211 with degrees of freedom of 9 for between the groups and 30 for within the groups. Thus, the hypothesis "there is no significant differences in the child labor practices along scavenging by age group" was rejected.

22. Scheffe's Test was applied to determine which pair differed significantly out of forty-five pairs, two pairs were found to have no significant difference the 16 and 12 years old with a mean difference of 3.52 and F-value of

23.83, Thus, 12 and 7 years old the mean difference of 3.50 and F-value of 23.56 was posted along scavenging labor by age group.

23. The computed F-value for comparing the street vending activities along street vending by age group was pegged at 0.789 which is numerically lesser than the critical/Tabular F-value of 2.152 at .05 level of significance and $df=2$ and 6. Thus, the hypothesis that "there are no significant differences among the street vending activities of the respondents by age group" was accepted.

24. The computed F-value for comparing the other labor activities by age group was posted at 2.238 which is greater than the critical F-value of 2.025 at .05 level of significance and $df=8$ and 108. Hence, the hypothesis that "there are no significant differences among the other labor practices of the respondents by age group" was rejected.

25. Scheffe's Test was applied to determine which pair differed significantly along other labor activities. Out of thirty-six pairs, nine pairs were found to have no significant differences as follows: 1) 14 and 11 years old, 14 and 10 years old, 14 and 9 years old with $df=$ of 0.56 and the critical F-value of 4.02 and computed F-value of 5.62 respectively. Moreover, the 15 and 11 years old, 15 and 10 years old, 15 and 9 years old had a computed F-value of 5.62 with the $df=.56$ and the critical F-value of 4.02, respectively. Therefore, 17 and 11 years old, 17 and 10 years old, 17 and 9 years old had a df of 0.54 with the tabular F-value of 4.02 and the computed F-value of 5.22 respectively.

26. The computed Z-value for comparing the child labor practices along domestic/household labor by sex was pegged at 7.828 which were greater than the critical Z-value of 1.96 with a mean of 4.19 for female and 2.42 for male. Thus, the hypothesis that "there is no significant difference in the child labor practices along domestic/household labor by sex" was rejected.

27. The computed Z-value for comparing child labor practices along fishing/farming labor by sex was noted at -0.536 which was numerically lesser than the critical Z-value of 1.960. Thus, the hypothesis that "that there is no significant difference in the child labor practices along fishing and farming by sex" was accepted.

28. The computed T-value for comparing the child labor practices along scavenging labor by sex was posted at -3.053 which was greater than the critical T-value of 1.987 and the df of 89. Thus, the hypothesis that "there is no significant difference in the child labor practices along the scavenging labor by sex" was rejected.

29. The computed Z-value along child labor practices on street vending labor by sex was pegged at -7.426 which is greater than the critical Z-value of 1.960 with degrees of freedom of 89. The difference means of 3.47 for female and 3.54 for male. Thus, the hypothesis that "there are no significant differences in the child labor along street vending by sex" was rejected.

30. The computed T-value along other labor practices by sex was posted at -2.423 which is greater than the critical T-value of 1.983 with a df=105.

Hence, the hypothesis that “there are no significant differences in the child labor along other labor practices by sex” was rejected.

31. The computed T-value along domestic/household labor by classification was pegged at 0.812 which was lesser than the critical T-value of 1.975 and the degrees of freedom posted at 162. Thus, the hypothesis that “there are no significant differences in the domestic/household labor by classification” was accepted.

32. The computed T-value of child labor along fishing/farming labor by classification posted at 0.812 lesser than the critical Z-value of 1.96. Therefore, the hypothesis that “there are no significant differences along fishing/farming labor by classification” was accepted.

33. The computed t-value for comparing the child labor practices along scavenging labor by classification was pegged at 2.67 which is greater than the computed critical t-value of 1.987 at 89 degrees of freedom. Thus, the hypothesis that “there are no significant differences among the child labor practices along scavenging by classification” was rejected.

34. The computed t-value for comparing the child labor practices along street vending by classification was pegged at 1.333 which is lesser than the critical t-value of 1.979 with $df=128$. Hence, the hypothesis that “there are significant differences among the child labor practices along street vending by classification” was accepted.

35. For other labor practices, the computed t-value was pegged at -0.757 which is lesser than the critical t-value of 1.983 with $df=106$. Thus, the hypothesis that "there are significant differences among the other child labor practices by classification" was accepted.

36. The computed F-value for comparing the child labor practices along domestic/household labor by birth order in the family was posted at 13.275 which was numerically greater than the critical tabular t-value of 2.046 with degrees of freedom equal to 9 for between groups and 58 for within groups. Thus, the hypothesis that "there are no significant differences in the child labor practices along domestic/household labor by birth order in the family" was rejected.

37. To determine the pair differed significantly, the Scheffe's test was applied where out of 45, 10 pairs were found to have no significant differences, as follows" 1) 7th and 9th and 7th and 11th child with a mean difference of 2.86 and F-value 62.65; 2) 6th and 9th, 6th and 11th child with a mean difference of 2.60 and F-value of 51.77; 3) 8th and 9th, 8th and 11th child with a mean difference of 2.29 and F-value of 40.16; 4) 4th and 9th, 4th and 11th child with a mean difference of 2.09 and F-value of 33.45, and 5) 5th and 9th, 5th and 11th child with a mean difference of 1.75 and F-value of 23.46.

38. The computed F-value for comparing the child labor along fishing/farming labor by birth order in the family was pegged at 3.366 which was numerically greater than the critical F-value of 2.249 at 0.05 level of

significance and degrees of freedom equals 7 and 40. Thus, the hypothesis that “there are no significant differences among the child labor practices along fishing/farming by birth order in the family” was rejected.

39. To determine which pair differed significantly, the Scheffe’s test was applied where out of the 28 pairs; two pairs were found to have no significant difference, as follows: 1) 1st and 8th child with a mean difference of 1.94 and F-value of 12.773, and 2) 5th and 8th child with a mean difference of 1.91 and F-value of 12.382.

40. The computed F value for comparing the child labor practices along scavenging labor by birth order in the family was posted at 2.048 which is lesser than the critical t-value of 2.423 with df of 7 between groups and 24 for within groups. Thus, the hypothesis that “there are no significant differences in the child labor practices by birth order in the family respondents” was accepted.

41. The computed F value along street vending by birth order in the family was pegged at 0.436 which is numerically lesser than the critical t-value of 2.249 with df of 7 and 40 groups. Thus, the hypothesis that “there are no significant differences in child labor practices by birth order in the family” was accepted.

42. The computed F-value along other labor practices by birth order in the family was posted at 0.581 which is lesser than the tabular t-value of 2.106 with df of 7 and 96. Thus, the hypothesis that “there are no significant

differences in child labor along other activities by birth order in the family" was accepted.

43. The computed F value for comparing domestic/household labor by average income derived from child labor posted at 25.830 which is numerically greater than the critical F' value of 2.690 at 0.05 level of significance and degrees of freedom equals to 4 and 30. Thus, the hypothesis that "there are no significant differences among the child labor practices along domestic/household labor by average income derive from child labor" was rejected.

44. To determine the pairs differed significantly, the Scheffe's test was applied where out of the 10 pairs, four pairs were found to have no significant difference, as follows: 1) Php 1,500.00 - Php 2,499.00 and Php3,500.00 - Php4,499.00 with a mean difference of 2.63 and F' value of 80.902; 2) below Php 500.00 and Php 3,500.00 - Php4,499.00 with a mean difference of 2.39 and F' value of 66.827; 3) Php 500.00 - Php1,499.00 and Php 3,500.00 - Php4,499.00 with a men difference of 2.17 and F' value of 55.106, and 4) Php2,500.00 - Php3,499.00 and Php3,500.00 - Php4,499.00 with a mean difference of 1.85 and F' value of 40.070.

45. The computed F' value for comparing along fishing/farming labor by average income derive from child labor was pegged at 5.465 which is greater than the tabular F' value of 2.534 at 0.05 level of significance and $df=5$ for between the groups and 30 for within the groups. Thus, the hypothesis that

“there are no significant differences among the child labor practices along fishing/farming labor average income.

46. To determine which pair differed significantly, the Scheffe's test was applied where out of the 15 pairs, six pairs were found to have no significant difference, the following are: 1) Php2,500.00 – Php3,499.00 and Php3,500.00 and Php4,499 with a mean difference of 1.76 and F' value of 12.42; 2) below Php500.00 and Php3,500.00 – Php4,999.00 with a mean difference of 1.74 and F' value of 12.13; 3) Php2,500.00 – Php3,499 and Php4,500.00 – Php5,499 with a mean difference of 1.69 and F' value of 11.20; 5) Php 500.00 – Php1,499.00 and Php3,500.00 – Php4,499 with a mean difference of 1.67 and F' value of 10.78, and 6) Php500.00 – Php1,499 and Php4,500.00 – Php5,499.00 with a mean difference posted at 1.57 and F' value of 9.90.

47. The computed F' value for comparing the child labor practices along scavenging by average income was posted at 17.806 which is greater than the critical F' value of 2.773 with the df of 5 and 18 at 0.05 level of significance. Thus, the hypothesis that “there are no significant differences among the child labor practices along scavenging by average income” was rejected.

48. To determine which pair differed significantly, the Scheffe's test was applied where out of the 15 pairs, seven pairs were found to have no significant difference, as follows: 1) Php2,500.00 – Php3,499.00 and Php4,500.00 – Php5,499 with a mean difference posted at 2.20 and F-value of 59.12 2) below Php 500 and Php2,500 – Php3,499 with a mean difference of 2.11 and F' value of 54.53

3) Php 3,500 –Php4,499 and Php4,500 –Php5,499 with a mean of 1.54 and F' value of 29.16, 4) below Php500 –Php3,500 –Php4,499 with a mean difference of 1.46 and F' value of 26.04, 5) Php500 –Php1,499 and Php2,500 and Php3,499 with a mean difference of 1.42 and F' value of 24.68, 6) Php1,500 –Php2,499 and Php4,500 – Php5,499 with the mean difference of 1.19 and F' value of 17.23, and 7) below Php500 and Php1,500 -2499 with a mean of 1.10 and F' value was 14.91.

49. The computed F' value for comparing child labor practices along street vending by average income was posted at 0.271 which is numerically lesser than the critical F-value of 2.534 with df of 5 and 30. Therefore, the hypothesis that “there is no significant difference in the street vending by average income” was accepted.

50. The computed F' value for comparing child labor practices along other labor by average income was pegged at 0.292 which is lesser than the critical F' value of 2.342 with df 5 and 72. Thus, the hypothesis that “there are no significant differences along other labor practices by average income” was accepted.

51. As regards to educational profile of the child laborers in terms of educational attainment, for in-school respondents, the highest number of child laborers has reached high school level, that is, 23. Among the out-of-school, the highest number of 75 respondents who had no schooling. In general, out of 345 respondents engage in child labor the highest number of 96 or 27.83 percent has child laborers who were high school level.

52. As regards to educational profile of the child laborers in terms of academic performance, for in-school respondents, highest grade of 87.75 with a mean of 80.11 and 1.41 standard deviation, for out-of-school a highest grade of 84.20 with standard deviation of 1.82 and the mean was posted at 79.76.

53. The educational profile of the child laborers in terms of classroom attendance while schooling, for in-school respondents the highest number pegged at 20. Among the out-of-school the highest number was posted at 2.20. In general, out of 345 respondents engage in child labor, the highest number of 234 respondents of 67.83 child laborers who were always absent.

54. The educational profile of the child laborers in terms of attitude towards schooling, for in school respondents, the highest weighted mean was pegged at 4.55 or "strongly agree" as interpreted, followed by a mean of 4.51 with the same interpretation, and the lowest mean was pegged at 4.09 with a grand mean of 4.42 or "agree" among the out-of-school youth, the highest weighted mean was pegged at 3.91 or "agree" and the lowest mean was posted at 2.91 or "uncertain". In general, out of 345 respondents engage in child labor, the highest mean was pegged at 3.98 or "agree" and the lowest mean was posted at 3.07 or uncertain with a grand mean of 3.72 or "agree".

55. The correlation coefficient between the respondents' child labor practices on their personal profiles along age, sex, birth order in the family, activities engage. In social activities, religious activities, other activities and average income derive from child labor were as follows: 0.297, -0.582, 0.014,

0.115, 0.0246, 0.071 and -0.073, respectively. Moreover, the corresponding Fishers' T-value of .026 for birth order in the family proved to be numerically lesser than the critical Fishers' T-value of 1.96 at $\alpha=0.05$ and $df=343$. This led to the NS of the hypothesis that "there is no significant relationship between child labor practices of the respondents along domestic/household and their personal profiles."

56. The Fishers' T-value of 7.28 were found to be numerically greater than the critical Fishers' T-value of 1.96 at $\alpha=0.05$ and $df=343$. This led to the S of the hypothesis that "there is no significant relationship between fishing/farming and their personal profile."

57. The correlation coefficients between the respondents personal profiles along fishing/farming were as follows: 0.366 (sex), 0.65 (birth order in the family), 0.093 (social activities), 0.083 (other activities) and -0.085 (average income derived from child labor.) Moreover, the corresponding Fishers' T-value of 0.38 for age prove to be numerically lesser than the critical Fishers' T-value of 1.96 at $\alpha=0.05$ and $df=343$. This led to the acceptance of the hypothesis that "there is no significant relationship between child labor along fishing/farming labor and their personal profiles."

58. The correlation coefficients between the respondents personal profiles scavenging labor were as follows: 0.009, 0.225, 0.64, 0.247, 0.022, 0.231 and 0.048, respectively. Moreover, the corresponding Fisher's T-value of 0.009 for age prove to be numerically lesser than the critical T-value of 1.96 at $\alpha=0.05$ and

df=1.96. This led to the NS of the hypothesis that “there is no significant relationship between scavenging labor and personal profiles”.

59. The Fishers’ T-value of 4.28 (sex), 4.72 (social activities) and 4.40 (other activities) were found to be numerically greater than the critical Fishers’ T-value of 1.96 at $\alpha=0.05$ and df=1.96. This led to the rejection of the hypothesis that “there is no significant relationship between personal profiles and scavenging labor”.

60. In correlation coefficients between the respondents’ child labor practices along street vending and age, sex, birth order in the family, social activities, religious activities, average income derive from child labor are as follows: 0.157, 0.135, 0.120, 0.217, -0.029, 0.289 and 0.182, respectively. Moreover, the corresponding Fishers’ T-value of 0.54 for religious activities prove to be lesser than the critical T-value of 1.96 at $\alpha=0.5$ and df=1.96. This led to the NS of the hypothesis that “there is no significant relationship between respondents and personal profile.”

61. The correlation coefficients between the respondents’ profiles and other labor activities, such as age, sex birth order in the family, social activities, religious activities, other activities and average income derive from child labor more as follows: 0.195, 0.135, 0.071, 0.292, 0.023, 0.366 and 0.214 respectively. Thus, the corresponding Fishers’ t-value of 1.96 and $\alpha=0.05$ and df=343. This led to the acceptance of the hypothesis that “there is no significant relationship between child labor practices on other labor along personal profiles.”

62. The Fishers' t-value of 0.43 (religious), 1.32 (birth order in the family) and 5.65 (social activities) were found to be numerically greater than the critical f-value of 1.96 at $\alpha=0.05$ and $df=343$. This led to the NS of the hypothesis that "there is no significant relationship between personal profiles and other labor activities.

63. The correlation coefficients between the respondents along domestic/household labor activities and their educational profile. On education attainment, academic performance, classroom attendance and attitude towards schooling, are as follows: 0.250, 0.318, 0.068 and 0.266 respectively. Thus, the corresponding Fishers' t-value of 1.96 at $\alpha=0.05$ and $df=343$. This led to the acceptance of the hypothesis that "there is no significant relationship between child labor domestic/household labor activities and their educational profiles."

64. The Fishers' t-value of 1.25 (classroom attendance) were found to be numerically lesser than the critical f-value of 1.96 at $\alpha=0.05$ and $df=343$. This led to the NS of the hypothesis that "there is no significant relationship between educational profiles and domestic/household labor."

65. The correlation coefficient between the respondents along scavenging labor and their educational profile on educational attainment, academic performance, classroom attendance, and attitude towards schooling are as follows: 0.097, -0.018, 0.104, and 0.105 respectively. Thus, the corresponding Fishers' t-value of 0.34 at $\alpha=0.05$ and $df=343$. This led to the NS of the hypothesis

that “there is significant relationship between child labor scavenging and their educational profiles.”

66. The Fishers’ t-value of 0.34 (academic performance) were found to be numerically lesser than the critical F-value of 1.96 at $\alpha=0.05$ and $df=343$. This led to the NS of the hypothesis that “there is no significant relationship between educational profiles and scavenging labor.”

67. The correlation coefficient between the respondents along fishing/farming labor and educational profile on educational attainment, academic performance, classroom attendance, attitude towards schooling are as follows: -0.095, 0.066, -0.045, 0.038 respectively. Thus, the corresponding Fishers’ t-value of 0.70 at $\alpha=0.05$ and $df=343$. This led to the NS of the hypothesis that “there is no significant relationship between child labor fishing/farming and their educational profiles.”

68. The correlation coefficient between the respondents along street vending labor along educational profile on educational attainment, academic performance, classroom attendance, and attitude towards schooling are as follows: 0.0140, 0.214, 0.075 and 0.030 respectively. Hence, the corresponding Fishers’ t-value of 0.56 at $\alpha=0.05$ and $df=343$. This led to the NS of the hypothesis that “there is no significant relationship between fishing/farming and their educational profiles.”

69. The correlation coefficients between child labor along other labor activities and their educational profile on educational attainment, academic

performance, classroom attendance and attitude towards schooling are as follows: 0.280, 0.285, 0.188 and 0.106 respectively. Thus, the corresponding Fishers' t-value of 1.97 at $\alpha=0.05$ and $df=343$ with critical t-value of 1.96. This led to the S of the hypothesis that "there is no significant relationship between other labor activities and their educational profiles."

Conclusions

Based on the aforelisted problems, the following conclusions were drawn:

1. The typical child laborer who is in-school is more or less 14 years old of age, male, whose parents reached in elementary level and a domestic helper, belongs to a family of eight members, first-born, with average income of Php1,274.15 through child labor.
2. The typical child laborer who is out-of-school is more or less 15 years of age, male, whose parents reached in elementary level and a farmer/fisherman, belongs to a family of eight members, a "first child" with average income of Php1,131.70 through child labor.
3. The child laborers involved in the study are living in poverty and can barely meet the family's basic requirements like food, clothing, shelter, and education.
4. There is no particular child labor activity distinct among those who were in-school and out-of-school. The two groups practice domestic/household,

fishing/farming, scavenging, street vending, and other labor activities in a case-to-case basis.

5. There are child labor practices which are more often undertaken by the children-respondents. Fishing/farming labor is more prevalent among the child laborers than domestic/household, scavenging, street vending and other related activities.

6. The practices of the child laborers in domestic/household, scavenging, street vending and other labor activities were not related to their age. However, older children tend to engage in fishing/farming activities more often than their younger counterparts.

7. Sex had something to do with the respondent's practices in domestic activities. Females tend to engage more in domestic/household activities than their male counterparts. However, the males tend to engage more in fishing/farming and other labor activities than their female counterparts.

8. The educational background of the child laborer's parents had nothing to do with their child labor practices in domestic/household, fishing/farming, street vending, scavenging and other labor activities.

9. The occupation of the respondents' parents had nothing to do with their child labor practices in domestic/household/scavenging labor, street vending and other labor activities. But in fishing/farming labor activities, the occupation of the respondents' parents was positively or directly correlated. The

more related the parents' occupations to fishing/farming, the more likely that the children respondents will engage in fishing/farming related activities.

10. The respondents' family size had nothing to do with their child labor practices in scavenging, street vending and other labor activities. However, in fishing/farming and domestic/household activities, the respondents' family size was positively or directly correlated, that is, the larger the family size, the more likely are the respondents to engage in fishing/farming and domestic/household labor activities.

11. The respondents' birth order in the family had nothing to do with their child labor practices in street vending activities as well as scavenging and other labor activities. However, in fishing/farming and domestic/household labor activities, the respondents' birth order was negatively correlated, that is, those who were born earlier (first child or second child) were more likely to engage in child labor than those who were born much later (like the youngest).

12. The respondents' family income had nothing to do with their child labor practices in scavenging and street vending related activities. However, in fishing/farming, domestic/household and other labor activities, the respondents average family income was negatively correlated, that is, those who came from low-income families were more likely to engage in child labor than that who came from high-income families.

13. The respondents' average income derived from child labor had nothing to do with their child labor practices in street vending and scavenging

activities. However, farming/fishing, domestic/household and other labor activities, and the respondents' average income derive from child labor more negatively correlated, that is those who earned lower income from child labor and more likely to engage in child labor more often than those who earned higher income.

14. The respondents' attitude towards education varied among the two groups of child laborers, that is, the in-school expressed a more favorable attitude towards education while those who were out-of-school expressed an unfavorable attitude towards education.

15. Poverty is a major factor which propelled the respondents' to engage in child labor.

16. The child laborer's health is at risk as they engage in child labor inasmuch as they are deprived of enough sleep and are engaged in activities beyond their physical capacity. Moreover, these child laborers have tendencies to develop inferiority complex inasmuch as they experienced verbal and physical abuse from their employers.

17. Illiterate parents are one major factor which led to the respondents to engage in child labor.

Recommendations

Based on the foregoing conclusions, the following are hereby recommended:

1. Poverty is the key reason that parents send their children to work and children are pledged as collateral to gain access to credit. In poor households, working children contribute to income directly (by supplementing household income) and indirectly (by saving on household expenditure). Income generating activities, credit facilities and efforts to enhance the earnings of the poor through improved skills and augmented employment opportunities can reduce the need to depend on children's incomes. Macro policies to encourage distributive households are urgently required. There are the long term measures, however, and the parents of children currently at work need to be targeted immediately for income generating activities.

2. Awareness-raising activities need to focus on parents, employers and policy-makers. Parents need to be aware of the loss of human capital associated with child labor; employers need to understand the legal and social arguments against child labor; policy makers need to realize the urgency of the problem. Child focused strategies for development need to be encouraged and community and local-level authorities across the country need to be targeted for awareness-raising and advocacy.

3. School attendance and work are competing activities for children. Irrelevant curricula and the high costs of education discourage parents from sending their children to school, so these costs must be reduced and poor families must be given support. Compulsory and free primary education has the

potential to keep children out of exploitative work. Similarly, alternative learning system and skill training for out-of-school children and these already in the labor force can provide relevant skills and prepare them to work without exploitation.

4. Withdrawing children from work is not an easy task. Therefore, there is a need to make facilities available to working children so that their labor becomes less arduous and they have access to schooling. A system of registering child labor at appropriate levels, employers should be encouraged to allow children to attend school or alternative learning education sessions. However, in the case of child bonded labor, immediate rescue is required. In addition, special programmes need to be launched for children vulnerable to entering labor systems where available information suggest a high incidence of bondage.

5. Non-government organizations, people's organization and government organizations can best identify children working in hazardous conditions and in bondage, and should be encouraged to perform this work and placed in rehabilitation centers. All efforts should be made to reunite children with their families. In each municipality, rescue and rehabilitation centers ought to be established in close collaboration with government agencies and NGOs.

6. The enforcement of RA 7610 and its amendments 7658 and the ILO Convention 182. Legislation is needed to provide the authorities with the means to tackle the growing role played by the organized crime in the worst form of

child labor. Without the appropriate legislative, law enforcers will be unable to deal with those at the higher levels of such criminal organizations. Enforcement of such laws needs to take place in conjunction with the development and implementation of policies and programmes geared towards the provision of viable alternatives to poor families.

7. Cooperation is particularly vital for cross-border return operations, with agencies from different countries involved at both the sending and reclaiming ends. Dealing effectively with the transnational element of the problems requires a greater exchange of information and collaboration between law enforcers in neighboring countries. Grated collaboration between relevant government agencies and NGOs across borders is also essential in order to ensure smooth and effective integration of child victims back into their home communities.

8. While responsibility for addressing the problem of the worst forms of child labor resides first and foremost with the national government, effective solutions require the participation of the community as a whole. Participatory approaches are vital for the social and economic empowerment of affected disadvantaged groups. Formally and informally, community leaders, community-based organizations such as women's youth, farmers and fisher folks' groups, and parents need to be involved closely in the design, management and evaluation of programmes. They can also play an active monitoring role in the early detection of abuses. Both father and mothers need to

be mobilized. Mothers need to be stimulated, to take a larger share in family decision making, while fathers need to be encouraged to take active part in looking after their children. Girls and boys should be treated equally at home and at school, and both need to be sensitized to the rights of women, including girls. Children and teenagers themselves need a nurturing environment for healthy environment for healthy development, but should also be made aware of their rights and responsibilities and take an active role in preventing child labor exploitation.

9. An equipped and endowed child labor resource center can work as an information and idea bank for all stakeholders. Such a center is urgently needed and could engage in continuing research to assist, informed policy and programme decisions.

Chapter 6

A PROPOSED ALTERNATIVE LEARNING PROGRAM FOR CHILD LABORERS

This chapter presents the proposed alternative learning program for school children who are engaged in child labor in the rural communities in the province of Samar based on findings and recommendations of the study.

Rationale

A proposed program initiative to combat child labor in the rural communities will serve as the social movement. It relies on the tenet that no man is an island, and it believes that the solution to the hidden problems on child labor cannot be solved without the oneness of mind and united action of the affected sectors. And it builds on the collective will and organized strength of the people be it in the form of a series of actions demanding just compensation or fair treatment at work, a demonstration expressing protest against an issue, or a campaign for socio-economic or political reform. Eliminating the problem on child labor become the necessary tools to win a battle or effect change.

Objectives

The following are the objectives of the retraining program:

1. To raise awareness on child labor issues in the target communities.
2. To create of a pool of trainers and advocates on child labor.

3. To increase knowledge in participatory research on child labor situation.
4. To widen policy program advocacy thru organizational linkages and networking.
5. To produce publications of orientations and training modules, campaign materials and manual.
6. To create capability building for project implementation and community partnerships.
7. To direct action and services for working children and their families.

Program Framework

Within the proposed framework on child labor program for rural communities, the different approaches on child labor elimination as a phase on strategy for achieving on a long continuum the following goals.

Phase- 1

Community preparation, situational analysis, institutional development and organization-building.

Phase-2

Community - led implementation of program; local policy upgrading, capability-building for service delivery, social protection schemes for the working children and their families.

Phase-3

Community ownership of program; phase-out of external support, community expansion program.

A. Establishing/strengthening of organizational arrangements on child labor

Towards developing a comprehensive program on child labor, an action initiative is the configuration of involvement between and among the alternative sectors in the rural communities. This must answer the question of what types of initiations are to be undertaken for whom and by whom.

Results of area survey and community consultations done during the preparatory stages of the action program suggest that such organizational arrangement on child labor should: 1.) facilitate the development and sustainability of programs for the working children, 2.) define mechanisms for program collaboration, 3.) elicit a critical support and, 4.) delineate the role of sectors in the campaign against child labor.

Towards the above needs the action program facilitated the following outputs:

- *The setting up of program desk on child labor: The ALS-LITECHILD*

Dubbed as the Labor Initiatives Towards the Elimination of Child labor or LITECHILD, the setting up this program desk within the ALS structure is intended to steer the development program on child labor. Providing administrative support for the action program, LITECHILD

composed of different area or district for the implementation of its outputs and activities. The Bureau of Alternative Learning System provides technical assistance in the monitoring and evaluation of LITECHILD's operation.

- *The formation of Child Labor Action Network (CLAN)*

To render mechanism for multi-sectoral partnerships and program collaboration, the action program in the different municipalities of Samar facilitated the formation of Child Labor Action Network (CLAN).

CLAN is organized as a coalition of community-based and project-based organizations among various sectors in the different municipalities. Its membership is extended to encompass volunteers, focal persons and key leaders among local government units, government line agencies, non-government organizations, women's groups, youth councils and parents-teachers assemblies. Being a loose aggrupation of organizations and individuals, its structures are established based on task oriented concern on child labor. Committees or teams are formed to gear up campaign initiatives in the areas of public awareness and education on child labor, media publicity, resource generation and mobilization, policy advocacy, volunteers' recruitment, contact-building with parents of child workers, as well as initiating direct services for working children. The committee heads composed the council leaders or technical working group that takes changes in planning the goals and activities of the

network. LITECHILD and ALS facilitators provide administrative and technical support and monitor the operations of the network.

CLAN plays a major role in the implementation of LITECHILD Action program apart from being the source of key informants or research studies on child labor, it more over serves as a venue for consolidating multi-sectoral initiatives and sharing of expertise and opportunities in the campaign against child labor. By exposing CLAN members in the technical aspects of the action program, the network, in the process, is being transformed from a mere pool of advocates/trainers into a more coherent unit that has the potential technical and organizational capability to directly implement and develop programs on child labor on its own.

- *The creation of Youth Organization Against Child Labor (Yo! Child)*

Child and youth participation is an essential factor in shaping a meaningful understanding of child labor and critical recognition of its existence. Their role is very important in the course of reaching out to the working children. Often overlooked amidst various community initiatives, within children and youth organizations are the dynamic energies that can boost programs on child labor. With this view, the action program supported the formation of Yo! Child-Youth Organizations Against Child Labor.

Child role in the action program must be appreciated from the fact that its members assist the LITECHILD area coordinators in the conduct

of its project activities, particularly, in case documentation of child workers, awareness building campaigns and initiating special events. It is steadily strengthened to have capabilities for providing psychosocial support and access to formal alternative learning education and/or technical training for child workers.

B. Research

The research aspect of the action program is designed such that situational analysis on child labor in the rural communities should not try to capture statistical incidence but more so, appropriate training strategies, community mechanisms for program. Collaboration and types of advocacy and projects geared at solving child labor problems.

To provide descriptive analysis of child labor practices in the rural communities, participatory research complemented by desk research, field studies, and village level consultations are employed.

- Participatory survey and community dialogues

Desk Research. This consists of gathering related literature and available secondary data on the status and conditions of the target rural areas with focus on the situation of the children below 18 years old. In the preliminary state of action program, project staff generated community profile presenting the socio demographic, economic, political and physical characteristics of the areas. Profiles of existing organizations/institutions

were also documented. A mobile library containing child labor titles, magazines, newsletters, comic, posters, brochures, video documentations, visual aids, photos and seminars audio tapes was also established.

Participatory Research. Because existing secondary data on the conditions and status of child workers lack the necessary baseline information, inputs of community residents are obtained to provide a factual profile of working children in the area. The action program facilitated the following activities:

1. Village-level orientation and consultations. All throughout the present period, series of consultations with key informants were conducted. Moreover, project staff immersion, fieldwork, and community dialogues were continually undertaken. Complementing this activity were focused-group discussions with the working children and interviews with their families. Results of interaction with the working children were documented and cased studied.
2. Participatory Survey. The action program expedited on three-month survey with selected adults respondents in the different municipalities. Local survey teams formed and trained to administer household interviews. Survey design was formulated to obtained the following information: 1.) household's socio-demographic and economic profile; 2.)

child labor related facts: children's schooling status (in-school vs. out-of-school). Forms of work/jobs done by children below 18 years old, community perceptions on child labor, community awareness on the rights of the child, as well as community's preferred project/program for children. To get a representative population, sixty percent (60%) of the total household population per pilot area were targeted as respondents. Respondents were selected based on this criteria: a.) a parent or household head who has children below 18 years old, b.) respondents whose main source of income is either fishing or farming, c.) respondents who lives in an economically depressed village zones (sitio/purok). Results of the survey were tabulated and used as baseline information especially during awareness-raising sessions and community consultations.

C. Education and training of adults and youth

Integral in the action program's aim to mainstream the issues of child labor is the application of appropriate education and training strategies. Such strategies should not be seen as an end of awareness-raising – i.e., to just expose the target audience on the concepts, issues, and problems on child labor – but

more completely as a means of capacity-building for undertaking organizational and collective actions.

In the action program, the education and training on child labor is designed to facilitate not only the "What-to-know" types of learning. It moreover emphasizes the dispersing of "how-to-know" insights towards the critical understanding and in-context translation of the meanings, concepts, terms and issues and about child labor. Also, integrated in the training objectives in the enhancement of skills and on problem analysis, organizational diagnosis and environmental scanning, advocacy work, networking and planning. Specifically for potential advocates and trainers, the education and training on child labor is directed at building capacities for task-handling and people-handling.

For alternative learning system facilitators, youth leaders/advocates, key officers and representatives, in the government, NGOs, community and people organizations and training on child labor takes the form of a format set-up of seminar. For this target audience, the action program employs two types of education and training courses on child labor. One is the knowledge-centered training, the Basic Orientation course on child labor. The other skill and oriented training, the Advanced Course on child labor for advocates/trainers corresponding modules and syllabus are developed for this concepts. The training process requires a logical approach of learning such that the trainees must undergo the basic course first before they are able to gain fully utilized the specialized skills afforded in the advance course on child labor for

advocates/trainers corresponding modules and syllabus are developed for their concepts. The training process requires a logical approach of learning such that the trainees must undergo the basic course is to draw on the commitment of the target audience to act, the advance course draws on commitment having that induces systematic and high impact actions against child labor.

Such ladderized training compliments the aim of the action program to build a cadre of trainers/advocates that are able to multiply initiatives and action against child labor. The cumulative effects of the education and training on child labor can be gleaned from the fact that those advocates who have completed the courses initiated the network and youth organization against child labor with minimal administrative support from the action program.

As required in action program, education and training activities shall consist of 1) the development of training tools and modules on child labor 2) the conduct of ALS facilitators capability building 3) division trainer's training for potential trainers and advocates, and 4) the conduct of awareness-building seminars as re-entry activity of the trained trainers/advocates.

Development of education and training tools

Designing of orientation and training modules. In designing the orientation and training modules on child labor, project staff collaboration with the educators and community trainers have undertaken training needs analysis, two sets of training levels. The first level serves as the introductory course, intended for the public at large. The first and second

level are intended for potential advocates/trainers. Reinforcing the learning of the training topics, case examples adapted literature/articles on child/labor as well as advocacy materials (posters, stickers, leaflets). Whenever necessary, the reading materials in English are translated to the local dialects (tagalong-waray-cebuano). Also varied training methodologies are employed depending on the cognitive adaptability and issue related interest of the target audience.

Presented below are the general features of the orientation and training modules.

Training level 1: Basic orientation course on child labor

Intended learning outcome: for the participants to have the capacity to comprehend/articulate concepts and issues attached to child labor and relate these learning's to their particular community situation.

Training duration: one day, 8 hours (may be extended up to two days)

Syllabus design:

- **Module 1. Basic concepts on child labor**-this module provides the framework for differentiating child work from child labor, presents the distinctive characteristics of the child as compared to adult and youth; recapitulates the harmful effects on child labor; discusses children's fundamental rights using the UNCRC provisions.
- **Module 2. Situational analysis on child labor**-presents the national situation and macro-analysis on child labor; enumerates casual and

correlational factors that give rise to child labor, analyzes poverty situation in the family and the community; provides the framework for defining hazardous undertakings done by children, surveys the nature of forms of child labor found in the participants' community.

- **Module 3. Laws and policies for the protection of working children** - provides the overview of the legal and policy framework on child labor, orient the participants on the existing international standards, national legislation and implementing guidelines for the protection of working children, presents occupational safety and health standards; parents legal procedures, issues and problems on the rescue, recovery and rehabilitation of working children, assesses the relevance of these laws/standards to the local communities.
- **Module 4. Initiatives and programs on child labor** - provides the overview of the national program on child labor and the types of intervention for the protection of working children, presents the existing program arrangements in the campaign against child labor showing various programs, thrusts, structures and implementing mechanisms; reviews and sectoral programs at the regional and national community level presents in detail the ALS, Action Program and CLAN/ Yo! Child' initiatives in the community; identifies program gaps and problem areas.

Expected Outputs:

1. Workshop results presenting the nature and forms of child labor existing in the community.
2. Plan of actions by the participants to re-echo the seminar.
3. Identified participants who are willing to become trainers/advocates
4. Synthesized feedback and recommendation on the inputs and objectives of the seminar.

Training Level III. Advance course on child labor for potential trainers/advocates

Intended learning outcome: for the participants to have the capacity to undertake campaign initiatives in the fight against child labor.

Training duration: three days, 22 hours

Syllabus design:

Module 5. Advocacy and training techniques in the campaign against child labor - presents communication strategies and advocacy technique in the campaign against child labor, provides technical skills in designing, managing and evaluating a training program for specific target audience.

Module 6. Community organizing approaches - applies organizational development processes to carry out project activities and campaign initiatives against child labor, provides knowledge on various organizing approaches and mechanism to enhance community participation,

provides skills in developing agenda for actions for the elimination of child labor.

Expected outputs:

1. Common plan of actions detailing the schedule and types of activities to be undertaken for whom and by whom.
2. Coordination mechanisms and plan and its complementing structures.
3. Synthesized feedback and recommendation on the inputs and objectives of the seminar.

TRAINING WORKSHOP ON SOCIAL ADVOCACY AND INFORMATION EXCHANGE ON THE WORST FORMS OF CHILD LABOR

The training workshop is one of the major training activities of the action programs towards creating a pool of advocates and trainers who shall carry out awareness-raising and advocacy campaign on child labor. For the participants and project staff, the activity is expected to facilitate deeper knowledge and develop the training, advocacy and organizing skills necessary for the mainstreaming the issues and initiatives against child labor in the communities. The trainers training is a five day, live-in seminar to be participated in by identified potential advocates/trainers from the pilot areas.

The training is for farmers'/fisher folks organization, to allow multi-sectoral representation the project staff also encouraged the participation of youth leaders, SK, 4-A club, social workers, NGO representatives, school teachers, church leaders, and local government leaders. From the conduct of village-level orientation and consultations, potential advocates/trainers were selected based on their level of influence in the community as well as on their willingness to commit time and effort in the future activities of the action program.

Objectives of the Training

General. The training workshop is aimed to contribute to the progressive elimination of child labor through deepening the involvement and

capacity of targeted participant in the advocacy campaign against child labor.

Specific. At the end of the training:

1. The knowledge and skills of targeted participants in the advocacy work on child labor shall have been strengthened/developed.
2. The acquired learning and skills will have been reapplied in their own organizational or affiliations and/or at the national, regional or community level.
3. A pool of anti-child labor advocate will have been formed among the participants.
4. Action plan, coordination mechanism and commitments from the advocates' pool will have drawn out which shall initiate and sustain the advocacy campaign for the elimination of child labor.

Learning Roadmap

Module 1. Child labor-knowing the situation, understanding the problem

Unit 1. Child Labor Problem Analysis

- Framework for Defining Child Labor
- Causes and effects of child labor
- Understanding the worst form of child labor

- Fact finding and information gathering on child labor.

Unit 2. Child labor situation in the Philippines

- Extent and magnitude of child labor
- Program, policy and legal basis

Unit 3. Program initiatives to combat child labor strategies and impact of:

- National government programs
- NGO initiatives
- Employers' initiatives
- Youth participation in the anti-child labor campaign
- Parents initiatives

Unit 4. Law and policy framework on the worst forms of child labor

- The ILO Convention 182
- Emerging congressional legislation and policy actions.
- Current policy advocacy mechanisms
- Para-legal seminar
- Orientation of R.A. 7610 amended R.A. 7678 Anti-Child Labor Law.

Module 2. Launching and advocacy campaign against child labor

Unit 1. Using international standards and national laws on child labor.

- Scanning the policy environment on child labor
- Influencing the ratification process

- Involvement in the policy mechanism and enforcement

Unit 2. Child labor situation in the Philippines

- Advocacy styles and strategies
- Basics of policy advocacy
- Lobbying, negotiation and mobilization tactics
- Knowing the target audience
- Guidelines in crafting an advocacy message

Unit 3. Organizing and managing the advocacy group

- Steps in organizing an advocacy group
- Determining the task and responsibilities of advocates
- Managing the core-group members

Module 3. Anti-child labor advocacy through popular media

Unit 1. Utilizing cyberspace and telecommunications in the advocacy campaign

- Scanning the information technology environment
- Cyber advocacy and 'text education technique
- Information exchange through electronic mail
- Conducting meetings through electronic chatting.

Unit 2. Utilizing mass media in the advocacy

- Scanning the mass media environment
- Networking with media practitioners

- Launching press conference
- Guidelines in preparing a press info-kit
- Guidelines for writing press release, editorial letter to new publications, resolution/manifesto.

Unit 3. Utilizing visual and performance arts in the advocacy campaign.

- Basics of drawing/painting
- Basics of drama/theater presentation
- Guidelines in preparing and presenting mural painting and theater play on child labor

Awareness-Raising Seminars

As the re-entry activity of the trained community trainers/advocates, series of awareness-raising seminars are to be conducted in the pilot areas. Te primarily designed to analyze child labor issue and relate to the social milieu of the target audience. It will utilize the module contents of the basic orientation course and generally follow its objectives and expected outputs.

Considering the varied training needs of the targeted audience, participants to the seminars are grouped according to age level and social status in the community.

Trainers classify target audience into four sub-groups:

1. Adults (above 25 years old) and community leaders, specifically key leaders and focal persons/practitioners in the government, NGO's, community and people organization,; and
2. Parents/guardians of the working children;
3. Youth (15-25 years old), specifically, students and leaders of youth organizations;
4. Child workers and out of school children (12-17 years old).

Seminars for Community Leaders And Adults

This is a two days orientation course intended to conscientize community leaders/adults. It exhaustively discusses the inputs provided in the basic course design. The module on situational analysis, however, is given emphasis to identify the working children in the communities. Apart from awareness raising, the latent motive of the seminar is to draw out commitment to be come members of CLAN. The seminar also encourage the participants to list his/her personal plan to re-echo the seminar or any activity contributory to the training and advocacy activities in the community.

Seminars for Parents/Guardians of Working Children

In this seminar, trainers employ training methodologies such that parents/guardians are not stigmatized over the discussion on child labor problems. The assumption is that they already know the problem because they directly experience it. The seminar shifts from problem posing approach to

solution discovery (from problem analysis on child labor to solution synthesis). The module on program and initiatives for the working children is therefore emphasized. It is directed to equip the participants' necessary adeptness to progressively access the opportunities provided in their environment. As an end of the seminar, the participants are encouraged to bond together as an organized partner group. The seminar also provides the trainers some capability-building needs for future training.

Seminar for the Youth

In administering this seminar, trainers follow the basic course design as that of adults/community leaders. Invitation to this seminar is extended to the officers of local youth councils, church-based youth groups, school-based organization, cultural clubs, socio civic youth organization and other informal groups present in the communities. Training emphasis is given on how the youth organizations can reach out to the working children and extent support for them. They are encouraged to join the Yo! Child and in so doing, they are enjoined to organized and set up Yo! Child groups in the villages beyond the pilot areas.

Moreover, Yo! Child officers and core-group members conduct study circles to satisfy course requirements in the second level of training (the advance course). The youth trainers provide the members key techniques on communication and advocacy to equip them the necessary expertise to become

speakers, educators, lobbyists and front liner in the campaign for the elimination of child labor.

Seminar for Child Workers and Out-Of-School Children (12-17 Years Old)

This takes place in the form of focused group discussion. Topics and issues on child labor are presented in an easy-to-understand terms and creative techniques. These are done through role play, painting workshop and story telling. Trainers engage the participants in a free-flow-discussion of their particular situation. This centers on how the working children can positively improve their plight by way of understanding and exploring the opportunities in their environment. Upon sensitizing on the importance of their participation in the campaign against child labor, participants are enjoined to be come part of Yo! Child.

Awareness Raising and Information Campaign

Conveying to the public at large certain advocacy, message on the issues and problems of child labor requires the mobilizations of tri-media channels. Although efforts are being made to highlight child labor themes in the national media, the challenge is to complement these efforts at the local media environment.

With this view in mind, project staff with the help of community trainers and CLAN members consistently establishes linkages with media practitioners in the local radio, TV and community newspapers. The purpose, of course, is to

forge a media commitment to showcase as regular as possible child labor topics and community initiatives of the action program. Paramount to building linkages with them is their sensitization to the issue.

As a result of this activity, information dissemination more qualified to larger extent. This can be seen on the following outputs:

- Public showing of video documentations on local cable TV across the surrounding areas of the project site, (minsang lang sila bata, no time for play)
- Regularly features in its news program the activities and press releases of the action program.
- Articles on child labor were regularly featured in the local newspapers, e.g. The Samar Reporter, Samar Monitor and school based news papers.
- The advocates also did some radio broadcast announcement and interviews.
- Using creative media that have more grass-roots appeal and utilitarian value, community advocates and project staff present child labor issue through community billboards, showing the message, "STOP!, Child Labor!" and a large picture of a child worker, which were installed in every in-road leading to the pilot villages. Such billboards serve not only as an advocacy material, but also a useful traffic road sign. Other

community billboards were installed in the town centers presenting slogans and catch phrase on child labor.

- Exhibit of photo-essays, collage, essays and paintings of working children are mounted in various assemblies.
- Mass distribution of leaflets and program brochures on child labor translated in vernacular language.
- Publication and distribution of info-folders serving not only as an orientation tool, but also as a paper pocket.

E. SPECIAL EVENTS

As an additional output of the action program, the conduct of special events intended for the working children is aimed to integrate and reinforce in one affair various objectives of the action program. Special events may serve: 1) as a way of reaching out to the working children, 2) as a venue for creative sharing of experiences/perspectives between the ALS mobile teachers/facilitators and the working children, 3) as an organizing approach to expand membership of Yo! Child, 4) as an opportunity to provide welfare support and services, and more importantly, and 5) as a venue to animate practices and respect for children's rights.

Working Children's Summer Festival (Linggo ng Kabataan)

The conduct of four days children's festival in the pilot areas would give the community to initiate child friendly activities that would showcase the skills,

talent and personalities, and physical capabilities of the working children and youth advocates. Various activities were organized such as 1.) Sports competition (volleyball, basketball, swimming, boat racing, track and field, 2.) indigenous games and parlor games, 3.) essay writing contest, 4.) story telling contest, 5.) slogan contest, 6.) art competition, 7.) cultural presentations focusing on indigenous dance and music, and 8.)) children's parade. Parents of working children were invited to witness the event. In more ways, the celebrant serves as a venue to introduce working children to their fundamental rights while also motivating them to give importance to health, education, and youth solidarity as a means to turn away from the dangers of child labor.

Working children's Exposure Program

Concerned agencies organize exposure program for the working children. This is a four-day educational tour/visitation to historical sites, children's museums and recreational centers. They are also treated to solidarity party where they perform cultural presentations on child labor and interact with each other. At the end of the visit, a leveling of impressions was conducted to contextualized their value judgments in the process of comparing their rural environment to the urban world. It is hope that through this activity, a deeper sense of commitment of advocates and the working children should allow both to strengthen their solidarity in the campaign against child labor.

Christmas Solidarity Party for Working Children

A one day affair for working children to meet familiar as well as new ones so that they are able to build or reinforce the friendship and goodwill among themselves. To enliven the Christmas spirit of giving, the party facilitates the handling out of gift from the donors. The party also devotes time for retreat activities and personal reflections i.e., thanksgiving prayer, testimonies of working children and Yo! Child, community singing and candle-lighting closes the Christmas party. The party also hopes to gather feedback and recommendations on the action program from the point of view of the working children.

F. NETWORKING AND COORDINATION ACTIVITIES

In the action program, networking and coordination activities are carried out as an approach for organization-building, alliance-building and program linkages.

The action program through its project staff and advocates has built linkages in the Department of Education-Alternative Learning System, Provincial and Municipal branches of Department of Social Welfare and Development Office, Philippine National Police, the Barangay Council through the creation of Barangay Council for the Protection of Children (BCPC) and the Philippine Information Agency.

Youth organization against child labor will forged this with the sangguniang kabataan municipal federation (local youth councils) to spearhead the awareness raising campaign and children's outreach.

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APPENDICES

INTERVIEW GUIDE

SET I

Part I - Respondents' Profile

Direction: Please check or write on the space provided the interviewee's answers to the following items:

1. Name (*optional*) : _____ (____) OSY (____) ISY
 2. Age : _____ 3. Sex: ____ male ____ female 4. Birth Order: _____
 5. Social affiliations/organizations:

Name of Organization	Position	Years of Membership

6. Religion: _____

7. Activities Engaged in:

Social Activities

- ☐ attending barangay assembly/PTCA meetings and forum
☐ adviser/member of youth organization
☐ member of a dance troupe
☐ attending fiestas and family reunions

Religious Activities

- ☐ attending Holy Eucharist every Sunday
☐ have a confession every Friday of the month
☐ attending novenas for the saints
☐ member of church choir

Others

- ☐ member farm youth organization
☐ coach or player in basketball team

7. Average Income per Month: _____

Part II – Child Labor Practices Engaged in by the Respondents and the Corresponding Income

Direction: Please check the appropriate box, the interviewee's child labor practices and the extent to which they practice these activities, using the scale:

- | | | | |
|---|---|----------------------|------|
| 5 | - | Extremely Practiced | (EP) |
| 4 | - | Highly Practiced | (HP) |
| 3 | - | Moderately Practiced | (MP) |
| 2 | - | Slightly Practiced | (SP) |
| 1 | - | Not Practiced | (NP) |

Child Labor Practices Categorized into Five Major Forms:	Income	Reponses				
		5 EP	4 HP	3 MP	2 SP	1 NP
A. Domestic Labor						
1. Cleaning the house.						
2. Doing laundry.						
3. Ironing clothes.						
4. Taking care of children.						
5. Cooking food for employer and the family.						
6. Massaging the employer.						
7. Caring for the sick.						
8. Others _____						

B. Fishing/Farming Labor						
1. Deep sea fishing and fish drying.						
2. Dynamite fishing.						
3. Electric fishing.						
4. Working in the farm lands and plantations.						
5. Cutting trees and making fire woods for sale.						
6. Home-based worker.						
7. Others _____						

Child Labor Practices Categorized into Five Major Forms:	Income	Reponses				
		5 EP	4 HP	3 MP	2 SP	1 NP
C. Scavenging Labor						
1. Working in the dumpsite.						
2. Employed in cleaning the streets.						
3. Separator of waste, e.g. biodegradable, degradable, non-biodegradable.						
4. Working in the docks or porters.						
5. Others _____ _____ _____						
D. Street vending						
1. Selling goods in the sidewalks, e.g. newspapers, candies, cigarettes, water and cellophanes in the market						
2. Barter						
3. Beggars						
4. Shoe cleaning						
5. Tricycle or pedicab drivers						
6. Child prostitution						
7. Others _____ _____ _____						
E. Other labor activities						
1. Carpet weavers						
2. Factory workers						
3. Working in the garments industry						
4. Brassware						
5. Pyrotechnics factory workers						
6. "Wash your car" boys						
7. Construction worker						
8. Working in the gasoline station						
9. Debt bandage						
10. Entertainment worker in the night clubs or bars						
11. Working in the slaughterhouse.						

Child Labor Practices Categorized into Five Major Forms:	Income	Reponses				
		5 EP	4 HP	3 MP	2 SP	1 NP
12. Guest relation officers, sexy dancers or models						
13. Recruitment of children in armed conflict						
14. Others _____ _____ _____						

Part III – Respondents’ Educational Profile

Direction: Please write or check the needed data:

1. Educational Background:

- _____ None/No schooling
 _____ Elementary level, please specify grade level: _____
 _____ Elementary graduate
 _____ High school level, please specify your year level: _____
 _____ High school graduate
 _____ College level, please specify course: _____

2. Last school attended and address: _____

Average grade in the previous grade/year level: _____

3. History of attendance in school

- Always Present: _____
 Often Present: _____
 Sometimes Present: _____
 Rarely Present: _____
 Never Present: _____

Direction: The indicators listed in the table are attitude statements towards schooling. Ask your interviewee's agreement or disagreement towards these statements by using the five-point scale.

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

ATTITUDE TOWARDS SCHOOLING	RESPONSES				
	5 SA	4 A	3 U	2 D	1 SD
1. Going to school is your top most priority?					
2. Do you believe that schooling will make you a better person?					
3. Do you believe that things taught in the school are very useful for you to succeed in life?					
4. Are you willing to do everything just to finish schooling?					
5. Do you idolize with high respect people who have finished schooling?					
6. Are you willing to help your parents by sending your younger brother and sister just to finish schooling?					
7. Are you willing to sacrifice because schooling is very important?					
8. Do you enjoy going to school?					
9. Do you ever miss your class?					
10. Do you always study your lessons and do your work school assignments?					
11. Do you strive for the best to improve your performance in school?					
12. Are you engaged in child labor to finance your schooling?					
13. Do you believe that finishing a degree is the solution of your financial problems?					
14. Others _____ _____ _____					

Part IV – Problems Encountered by the Respondents

Direction: Listed in the next table are possible problems encountered by the interviewee, ask them to rate the extent that they felt these problems using the following scale:

5	-	Extremely Felt	(EF)
4	-	Highly Felt	(HF)
3	-	Moderately Felt	(MF)
2	-	Slightly Felt	(SF)
1	-	Not Felt	(NF)

Problems	Responses				
	5 EF	4 HF	3 MF	2 SF	1 NF
1. Are your parents weak that's why they cannot support you financially?					
2. Are your parents taking care of you always?					
3. Even if you are desirous to go to in the school are you forced to stop and look for food just to sustain the family?					
4. Being the eldest of the family, did your parents force you to engage in child labor for you to help your younger brothers and sisters financially for schooling?					
5. Because you are earning money now, do you still want to go to school?					
6. Does your employer permit you to go to school even it will affect your work?					
7. Do the continuous increase of school supplies and fare hinder you to finish your studies?					
8. Do you ever feel that your parents abuse you physically and mentally for petty reasons or for not remitting enough from your income in child labor?					
9. Do your parents tell you not to go to school anymore because you will not earn money for daily subsistence of the family?					
10. Do your peers and fellow child laborers influence you not to go to school anymore?					
12. Others _____ _____ _____					

Set II

Part I - Parents' Profile

Direction: Please check or write on the space provided to answer the following items.

1. Name (*optional*) : _____

2. Age : _____ 3. Sex : _____ male _____ female

4. Educational Attainment :
 _____ None/No schooling
 _____ Elementary level, please specify grade level: _____
 _____ Elementary graduate
 _____ High school level, please specify your year level: _____
 _____ High school graduate
 _____ College level, please specify course: _____

5. Occupation : _____

6. Other Source of Income : _____

7. Family Size : _____

8. Social affiliations/organizations:

Name of Organization	Position	Years of Membership

9. Religion : _____

10. Activities Engaged in:

Social Activities

☐ attending barangay assembly/PTCA meetings and forum

☐ adviser/member of youth organization

☐ member of a dance troupe

☐ attending fiestas and family reunions
 Religious Activities ☐ attending Holy Eucharist every Sunday
 ☐ have a confession every Friday of the month
 ☐ attending novenas for the saints
 ☐ member of church choir
 Others ☐ _____
 ☐ _____

Part II - Respondents' Attitude towards Education

Direction: The indicators listed are statement towards education. Please express your agreement or disagreement towards these statements with the following scale.

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

Attitude Towards Education	Responses				
	5 SA	4 HA	3 U	2 D	1 SD
1. Do you believe that education gives hope and brighter tomorrow?					
2. Do you believe that an educated parent makes all the members of the family to be an educated citizen of the community?					
3. Do you agree that to become a top manager, it needs a hardship of learning?					
4. Does education is important to your daily lives specifically with the present economic crises?					

Attitude Towards Education	Responses				
	5 SA	4 HA	3 U	2 D	1 SD
5. If you are an educated person, do you believe that you can lead your children to a good way?					
6. Do you agree that an educated person can easily understand simple directions and instructions that leads you to be a good performer in your present job/work?					
7. Do you believe that education is a long lasting guide for you, your children and the next generations to come?					
8. Do you strongly agree that to you can send your children in the school by sacrificing working night and day?					
9. Do you agree that it is the parents responsibility to encourage and motivate there children and send them in the school?					
10. Do you believe that education is the only way to get freedom and to be respected?					
11. Others _____ _____ _____					

Part III – Parents' Attitude toward Child's Labor Activities

Direction: Please rate by checking the appropriate box, the parents' attitude towards child's labor activities.

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

Parents' Attitude towards Child's Labor Practices	Responses				
	5 SA	4 HA	3 U	2 D	1 SD
1. Do you believe that your child income from child labor is a big help for the basic needs of the family?					
2. Do you believe that because of child labor a child can buy his or her personal needs, e.g. clothing and foods?					
3. Do you believe that because of child labor, he or she can help to buy foods for his/her friends?					
4. Do you believe that it is better for the children to work and earn an income for a living?					
5. Do you believe that children help the daily works in the farm.					
6. Do you agree that a child can stand with his/her own and be hardworking in he/she engage in child labor?					
7. Do child labor is not bad because it is his responsibility to know and understand as future parents.					
8. Do you believe that stomach should be the first one to be full than to go to school with empty?					
9. Do you believe that the family can save money coming from child labor practices which you can use in case of emergency?					
10. Do you believe that the child will become responsible enough in problems that they may arise?					
11. Others _____					

Part IV - Problems Encountered by Respondents

Direction: Below are the problems encountered by the respondents. Please indicate the extent to which you agree or disagree using the scale, viz:

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

Problems Encountered by the Respondents	Responses				
	5 SA	4 HA	3 U	2 D	1 SD
1. Are you sick/weak and cannot support financial needs of the family?					
2. Are you a zero or basically illiterate, that's why you cannot understand of what you're children are talking in the school?					
3. Do you believe that if you're parents sent you in the school, you might not suffer very poor in education?					
4. In your present age, do you still aiming someday that your children will teach you how to read, write and understand?					
5. Do you prioritize education by sending your children to school but most of the time they are absent to look for food in the table?					
6. No money to buy for school uniforms, supplies and tuition fee.					
7. Are you a separated/single parent with five or more children that's why you cannot support the daily needs?					
8. Do your children engage in illegal vices, such as: drugs, smoking, and alcohol?					
9. Do they have any member of the family who are working as prostitute or working in the night clubs as waiter or waitress?					
10. Do the income of the family afford the basic needs?					
11. Do you ever receive any livelihood assistance from public and private institutions in spite of being illiterate?					
12. Do your husband/wife maltreated you physically and mentally?					
13. Others _____ _____ _____					

CURRICULUM VITAE

CURRICULUM VITAE

Name : JOJIT MABINI CASIÑO
Home Address : Brgy. Payao, Catbalogan City
Date of Birth : July 11, 1976
Place of Birth : Catbalogan City
Civil Status : Single
Father : Maximiano Tilles Casiño (deceased)
Mother : Erlinda Mabini Casiño
Brothers : Jason, Maximiano, Jr., Jointo Jude
Sister : Jessica
Nieces : Jasmin Janelle and Shenna

WORK EXPERIENCE

Agency : Department of Education, Catbalogan City Division
Present Position : Elementary Grade Teacher III (ALS - Mobile Teacher)
Present Station : Catbalogan IV District

Volunteer Worker. "Department of Social Welfare and Development Office on Program Intervention for Youthful Offender. Regional Office, Tacloban City, 1996-2000.

Congressional Scholarship Coordinator, Hon. Catalino V. Figueroa, Congressman, 2nd District of Samar, 2004-2007.

EDUCATIONAL BACKGROUND

Primary	:	Jose P. Casiño Sr. Memorial Elementary School (Formerly: Payao Primary School Catbalogan City
Intermediate	:	Catbalogan IV Central Elementary School (Formerly: Maulong Elementary School) Catbalogan City
Secondary	:	Catbalogan Comprehensive High School (Formerly: Samar Regional School of Fisheries) Mercedes, Catbalogan City
Tertiary	:	Bachelor of Elementary Education Samar College Catbalogan City
Graduate Studies	:	Master of Arts in Education Major in Educational Management Samar State University Catbalogan City
Post-Graduate Studies	:	Doctor of Philosophy Major in Educational Management Samar State University Catbalogan City

CIVIL SERVICE ELIGIBILITY

Licensure Examination for Teachers (LET) - August 23, 1997

AWARDS AND DISTINCTIONS

Outstanding Alternative Learning System Mobile Teacher, 2005.

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