

# PROFILE OF OUT-OF-SCHOOL YOUTHS IN BUKIDNON

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# PROFILE OF OUT-OF-SCHOOL YOUTHS IN BUKIDNON

by

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The out-of-school youths are adolescents. Psychologically, adolescence is an extension of childhood and culture, and through symbolic operations has evolved written codes and unwritten customs which place adolescents under the protective mantle of parental authority. This relationship between adolescents and parents evolves a social pattern of dependency which when extended to the community creates a burden on its economy. A disequilibrium occurs when this dependency of an increasing number of young people affects the supply of consumption goods and the space which produces the materials for consumption. This also happens when the economy has not yet attained the conditions for materializing its potentials. When this situation is multiplied and projected to the whole country, the case of the burgeoning population of unemployed young people becomes a serious national concern.

The current information <sup>1</sup> on the out-of-school youths in the Philippines reveals there are approximately seven million young people, of whom three million are unemployed and about two-and-a-half million are gainfully employed. The rest may be classified as disabled, partially employed, idle, volunteer workers and doing odd jobs.

In the 1970 Census,<sup>2</sup> Bukidnon ranked 35th among all provinces in out-of-school youth population. It had 51,737 out-of-school youths and more than half of its population were in the age group of 0-14. About 50.8 per cent of its rural population were also in the age group of 0-14 and so were 48 per cent of the urban population. The median age of the population was 13.8 years. As a consequence of this trend in age composition, Bukidnon had a high dependency ratio in which there were 108 dependents for every 100 persons in the productive ages. Its rural and urban areas had a dependency ratio of 109 and 98, respectively.

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<sup>1</sup> NMYC. Organization of the "Filipino Youth Corps" Implementing Concepts and Strategies.

<sup>2</sup> NCSO, 1970 Census of Population and Housing in Bukidnon.

This age composition is accentuated by the increase in the population of Bukidnon.<sup>3</sup> Its present population is 592,003 (1975) and from 1970 to 1975 the population increased approximately by 3.8 per cent. The population density, however, is still 63 persons per square kilometer. But from 1960 to 1970 its population increased by 220,394 or 113.4 per cent with a population growth rate of 7.70 per cent. During this period, Bukidnon ranked first among the 67 provinces of the Philippines in the rate of population growth.

Bukidnon cannot remain predominantly rural and agricultural in its economy without upsetting the proper balance between people and resources. A direct relationship exists between the size of population and the amount of space and natural resources available at a given point in time. Its agriculture has to be developed to provide supplies for the expansion of other sectors of the local economy.

The situation in Bukidnon depicts a scenario where the younger population grows with increasing persistency while its natural resources remain relatively untapped. This situation is a harbinger of complicated problems which have national ramifications. The unemployed, both adults and young people, can become social, economic and political liabilities.

## THE RESEARCH STUDY

### Objectives of the Research Study

The objectives of the study were: (1) to find the characteristics of the out-of-school youths of Bukidnon; (2) to find out the educational and occupational aspirations and training needs of out-of-school youths; and (3) to identify some sociological variables that tend to be associated with aspiration, expectation, educational values, traditionalism, innovativeness, familism and community satisfaction.

### Subjects

The subjects were rural and urban out-of-school youths from the twenty-one municipalities of Bukidnon. A total of 632 out-of-school youths were interviewed, of whom 64 per cent were drawn from the rural areas and 36 per cent from the towns.

### Instrumentation

A structured interview schedule was designed to collect the following data: (1) characteristics of rural and urban out-of-school youths; (2) work experiences of OSY; (3) pattern of migration; (4) socio-economic situation; (5) activities of rural and urban OSY; (6) educational and occupational aspirations of OSY and expectations; (7) training needs; and (8) educational values and attitudes.

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<sup>3</sup> PDS, 1975: Fingertip Study of Bukidnon

## FINDINGS

### Characteristics of OSY

Majority of the rural and urban out-of-school youths were in the age group of 18 to 21. The mean age of the rural male and female out-of-school youths was 18.76 and 17.96, respectively; while their urban male and female counterparts was 19.27 and 18.79, respectively. The urban out-of-school youths were generally older than their rural counterparts.

At the time of the survey, only two of the out-of-school youths were married. One was an urban male and the other, also a rural male.

Most of the rural and urban out-of-school youths were Catholics. In addition, more urban out-of-school youths than rural out-of-school youths had received secondary education. Secondary education was inaccessible to rural out-of-school youths who lived in remote and isolated areas of Bukidnon. Public and private high schools were generally situated in the towns.

While the rural male out-of-school youths had the highest mean number of years (4.54) for leaving school among the OSY sex categories, the mean number of years that out-of-school youths left school was 3.75. The major reason for leaving school was the lack of financial means to pursue formal education.

The mean birth order of the rural and urban out-of-school youths was 3.63 and 4.11, respectively. The mean number of years that the rural and urban out-of-school youths had resided in their place of birth was 10.15 and 11.50, respectively. Moreover, the mean number of years that the rural and urban out-of-school youths had resided outside of their place of birth was 7.89 and 8.50, respectively.

Majority of the parents of out-of-school youths had only attended the elementary grades. Nevertheless, urban parents tended to have a higher level of education than rural parents. More urban parents attended the secondary and college level of education. Urban parents were slightly older than rural parents. Relatively, rural parents were still in the reproductive age.

Most of the parents of out-of-school youths were Roman Catholics. Generally, Cebu, Misamis Oriental, Bukidnon and Bohol were their major regions of origin. The mean number of children in the rural and urban families was 7.03 and 7.65, respectively.

Relatives were frequently found living in both rural and urban households. The mean number of relatives living in both rural and urban households outside of the nuclear family was 1.32 and 1.22, respectively.

Majority of the rural and urban out-of-school youths could read and write in English and in the dialects. There were only a few who could not read and

write. A small number indicated they could not read and write much in English and in the dialects.

Reading materials were rarely available to out-of-school youths. If these were available, the youths could not afford to buy them. In most instances, the youths had access to reading materials through friends, neighbors, relatives, and some professionals.

### **Work experiences of OSY**

Majority of the rural out-of-school youths had no work experiences outside of the home while their urban counterparts had previous work experience. With respect to the number of years in work experience, however, the rural male out-of-school youths had a slightly higher mean number of years (1.56) than either the rural females (1.40) or urban out-of-school youths (1.41).

In their previous work experiences, both rural and urban male out-of-school youths worked as laborers while their female counterparts worked as household helpers.

The foremost reasons why rural out-of-school youths left their jobs in the past were: (1) dislike of the job and (2) lost interest in the job. On the other hand, the urban male out-of-school youths left their previous job because of: (1) stoppage of work and (2) lack of interest in the job. The urban female out-of-school youths indicated dislike of the job as the foremost reason for quitting the job and the need of parents for help in the home, as a secondary reason.

Among the rural out-of-school youths and their urban male counterparts, the foremost reason for the lack of any work experiences in the past outside of the home was their preoccupation with work in the home and on the farm. The urban female out-of-school youths indicated school attendance as the reason for the lack of work experiences in the past, outside of the home.

### **Migration patterns of OSY**

The rural out-of-school youths tended to have a higher propensity to migrate than their urban counterparts. The mean number of times that the rural and urban out-of-school youths migrated was 2.12 and 1.66, respectively.

### **Socio-economic situation**

Seventy-five per cent of the rural parents were landowners and 20.92 per cent were tenants. Very few were lessees (7.00 per cent) and part-owners (9.00 per cent). Among urban parents, 84.38 per cent were land-owners and 13.02 per cent were tenants. Very few were lessees (1.56 per cent) and part-owners (1.04 per cent).

The mean size of rural and urban landholdings was 6.52 and 6.82 hectares, respectively.

The major occupation of rural and urban parents was farming. Rice and corn were major crops grown on the farm.

Only a few parents of rural out-of-school youths worked outside of the farm. This was also the situation among urban parents but, comparatively speaking, more of them worked in various occupational categories outside of farming and agriculture related jobs.

Although there were only a few off-nonfarm jobs available, there were more urban out-of-school youths who had off-nonfarm jobs than rural out-of-school youths. This may be due to the availability of various occupational categories in urban areas.

### **Activities of rural and urban OSY**

The main activities of both rural and urban out-of-school youths were helping their parents in farm work and doing off-nonfarm jobs. Moreover, their recreational and social activities were mostly athletics, going around with friends and peers, and attending parties.

### **Educational and occupational aspirations of OSY and expectations**

The rural out-of-school youths aspired for a secondary education and likewise the urban females aspired for the same educational goal. The urban male out-of-school youths were optimistic. They expected to achieve their educational goals.

The rural and urban out-of-school youths aspired for a farming occupation. This aspiration was closely tied to their expectations as farming was the dominant work available in the community.

The immediate plan of rural out-of-school youths was to help their families in farm work; while urban out-of-school youths wanted to go back to school.

### **Training needs**

Both rural and urban out-of-school youths wanted to participate in agricultural training programs. Swine, poultry and goats were perceived to be the most important areas for training by rural out-of-school youths and their urban male counterparts. The urban female out-of-school youths, however, perceived the areas of swine, rabbit and goats in that order, to be very important.

In crop growing, the rural male out-of-school youths considered corn and lowland and upland rice to be the important areas for training, while their female counterparts placed great importance on vegetables and upland rice growing after corn production.

The urban male out-of-school youths placed first priority on the area of corn, and second and third priority on upland rice and lowland rice. Their

female counterparts considered lowland rice growing as the most important area in their training needs, followed by the areas of corn and upland rice, in that order.

### **Duration of training program**

Both rural and urban out-of-school youths desired training programs ranging from a duration of less than one month to seven months and three to four hours a day preferably in the morning. This time perspective of out-of-school youths was engendered by the kind of weather obtaining in Bukidnon. It is in the afternoon that the rain usually comes.

### **Values and attitudes**

Both rural and urban out-of-school youths perceived formal education to be very desirable. They were less traditional and more innovative. They were familistic and had a high community satisfaction.

### **Sociological variables associated with psychological variables**

*Aspiration* tends to be significantly associated with; (1) age, (2) level of education of the father, and (3) level of education of the mother.

*Expectation* tends to be significantly associated with (1) age, (2) level of education of OSY, and (3) level of education of the father.

*Educational values* tend to be significantly associated with: (1) age, (2) level of education of OSY, (3) level of education of the mother, and (4) birth order.

*Traditionalism* tends to be significantly associated with: (1) age, (2) level of education of OSY, and (3) birth order.

*Innovativeness* tends to be significantly associated with: (1) age, (2) level of education of OSY, and (3) birth order.

*Familism* tends to be significantly associated with: (1) age and (2) level of education of OSY.

*Community satisfaction* tends to be significantly associated with: (1) age, (2) level of education of OSY, and (3) birth order.

## **CONCLUSIONS**

The out-of-school youths of Bukidnon are a psychological group. As such they represent a subculture undergoing the period of adolescent development marked by a series of adjustments.

The out-of-school youth as an adolescent, seeks his identity and fulfill-

ment of his needs, wants and aspirations. He relates to groups consistent with his own value system. The group or groups he identifies with must not only have a self-defining relationship but it must achieve his values. It is in his peer group where he channels his energy to secure a certain degree of fulfillment of his needs, wants and aspirations. He, then, adopts behavior that is satisfying to his self-image. Thus the group provides social anchorage of his behavior.

Outside of his peer group, his needs, wants and aspirations may be influenced by the values and attitudes of his immediate family and the circumstances impinging on the development of his person. While he is a dreamer, he is preoccupied most of the time with living in the present. Whether his preoccupation of the present serves as a defense mechanism against anxiety because of the uncertainty of the future, he does not seem to mind, so has no emotional involvement in decision-making which concerns futurity as this appears to be unreal and remote. The present dominates his actions and the future is a remote landscape of meaningless dimension. He confronts problems as they come.

In making decisions, his actions are dictated more by intuitive regulations rather than the rational. This reflects his lack of an adequate sense of perspective engendered by his immaturity and limited experience in life.

The optimism of the Bukidnon out-of-school youth may be reflected in his innovative outlook and aspirations as well as in his willingness to participate in a training program. However, his familistic attitude and high community satisfaction reveal the narrow sphere of his experience and strong emotional dependence on his parents. This could be also related to his low migration pattern. Other factors affecting this low migration pattern may be the lack of job opportunities in urban centers and low level of education which disqualifies the out-of-school youth to compete for employment in urban areas.

Urbanization of some municipalities of Bukidnon has not yet reached the stage when employment opportunities in various occupational categories are available. Unemployment as well as underemployment of out-of-school youths in both rural and urban areas is high. Under these circumstances, farming is still the occupation which the out-of-school youth can easily find. After all, what is called urban areas in Bukidnon are largely agricultural.

Viewing out-of-school youths as a psychological group within this framework, psychological points of entry may be identified and from which strategies for the development of out-of-school youths may be evolved.

Knowing Bukidnon with respect to its geographical situation and agricultural economy, while necessary, is not a comprehensive perspective in laying out the foundation for the development of out-of-school youths. Moreover, charting the areas of change and the possibilities arising from them and identifying the manpower needs would not be also adequate.

Unless those factors which characterize out-of-school youths as a psychological group are analyzed and understood, formulating strategies for their development eliminates a very critical element, that is, the personality system of the adolescent.

## RECOMMENDATIONS

1. In planning to provide for the development of out-of-school youths, psychological points of entry must be identified concomitant with agricultural or economic points of entries. A psychological point of entry refers to some identifiable aspect of human behavior which can provide positive cues in the introduction of planned change into a group, an organization or a community.\*

2. Since the adolescent relates to a group consistent with his own value system, the training of out-of-school should be according to peer-group identification. This provides for self-defining relationships which could elicit expected terminal behavior. This should be interphased in manpower youth training programs.

3. Career-decision making of out-of-school youths is tentative and undergoes a series of change. Along this vein, the goals of manpower youth training, in areas where agriculture is not yet developed to the extent that it can provide supplies for the expansion of other sectors of the local economy, should not be the immediate occupational employment of out-of-school youths. They should only be equipped with general job knowledge and skills which may be useful in the future when job opportunities will be available for their self-employment.

4. Interest in occupations is not a reliable basis for designing development programs for out-of-school youths. Their values, attitudes and capacities must be taken into account.

5. The length of time for any non-formal training for out-of-school youths should be from three to six months but not to exceed one year. The reasons for this specification of the period of training are economic and socio-psychological.

The attendant costs of a long-term training program are tremendous. The question of rationality should be seriously considered: "How much output is produced for so much quantity of input?"

From a sociological point of view, the manpower training institution has an alienating effect on the trainee. A long-term training program launched within its confines, tends to increase the trainee's aspirations. As a result, he trains out of the intent of the training program. The shorter the training program the less is the likelihood that the trainee would take to the values of the personnel

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\*Operational definition of the researcher.

and staff of the training institution especially schools, colleges, and universities.

Psychologically, the development of skills need not require a long duration of time. When skills have already developed, transfer of training has no functional relation with repetitive activities within the framework of the training program. Once the trainee has attained a certain degree of skill proficiency, the skill learned should be put to use to be rewarding to the trainee.

6. Training of out-of-school youths should be conducted in the communities where they live. There are several advantages which can be derived from the approach. Out-of-school youths will not be removed from their socio-cultural moorings. Psychologically, it may enhance the commitment of out-of-school youths to work and develop the community where they live. The program planners and training staff should take advantage of the Bukidnon OSY's high community satisfaction and preference to work on their home farms.

Moreover, the manpower youth training staff can move from one community to another and thereby provide relevant and functional training to a greater number of out-of-school youths. By and large, they will also learn how to live with the trainees in their respective communities and empathize with them.

7. Specifically relevant to Bukidnon in addition to the non-formal training of out-of-school youths would be the establishment in rural communities of secondary schools with locally-designed curricula aimed at developing the abilities of out-of-school youths to analyze and evaluate situations and make proper decisions, in addition to developing their skills and increasing their level of knowledge. Vocational high schools limit the development of individual personalities and would not enable them to compete with those from the larger and dominant society.

8. Youth Science Clubs should be organized in rural areas under the coordination of the Department of Social Services and Development, Department of Education and Culture and National Science Development Board. This Youth Science Clubs should focus on non-formal training, scholarship grants for its outstanding members and practical scientific projects.





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