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# Extent of Factors Contributing to Child Labor in Mati City, Philippines

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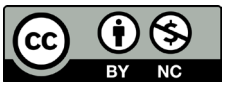



## ABSTRACT

The purpose of this study was to determine the extent to which factors contribute to child labor in Mati City, Davao Oriental. Using a quantitative research design, the researcher employed a descriptive method with 110 children and youth as respondents. This study utilized statistical tools, including percentages, frequency counts, means, and ANOVA, to analyze the data. The findings revealed that children and youth used for child labor in Mati City were mainly male. Moreover, most of the children and youth used for child labor were not attending school and did not receive any formal education. They lived under the total custody of their parents, who had a large family (4 to 12 children) and earned a modest income (P5,000.00 to P7,000.00) per month, and were predominantly Roman Catholic. It was found that factors contributing to child labor include low income, lack of education, cultural issues, and unemployment. The data gathered revealed that there was no significant difference in the extent of contribution to child labor among the said factors when analyzed by gender, age, educational level, educational background, and household income. There was a significant difference in the factor of employment when analyzed by household size and guardian, and education when analyzed by gender, age, educational background, and educational level. The most significant factor contributing to child labor was income. The researchers recommend conducting similar studies that involve a bigger sample size of randomly selected children and youth to determine other possible associated factors with child labor in Davao Oriental.

Keywords: Child Labor, Culture, Education, Employment, Income

## INTRODUCTION

Child and youth labor are one of the biggest obstacles to social development. It has been a challenge and long-term goal in many countries to abolish all forms of child labor, especially in developing countries. Child labor refers to children who miss out on their childhood and education, and who do not have access to the basic amenities that a child should have (ILO, 2013). In Ghana, several thousand children are involved in lake-fishing activities, including paddling canoes, pulling fishing nets, draining canoes of water, diving into deep waters to track fish, and mending nets. In performing these activities, children are exposed to a range of risks, dangers, hazards, and injuries that have profound health implications (Kukwaw, 2013).

In the Philippines, child and youth labor are a big problem throughout the country. These children come from low-income families that need extra income. The children not only work a few hours a week, but they often work so have that they drop out of school. Aside from missing out on their education, there are also many risks associated with child labor. In a newspaper, "Manila Standard Today", a survey from the National Statistics Office showed that there were five million children already working by the age of 5 to 17 in the year 2009 (Ullen and Eck, 2011).

In Mati City, child labor practices also exist. Mostly, they are seen in Mati City Public Market as laborers. Unfortunately, this situation received sacnt attention. There were no reported cases of child labor in the office of the Women and Children Protection Office, nor were there any formal filings of such instances (Acupan, 2015).

Focusing on the status of child labor and youth research aimed to determine the extent to which factors contributed to child labor in Mati City. To the local government units, the study will provide a clear picture of the child labor practices occurring in Mati City. This will help them to formulate practical actions to address this issue. To the Department of Social Welfare and Development (DSWD), this will be beneficial in determining the immediate steps to take to stop child labor practices. To the Philippine National Police (PNP) and the Women and Children Protection Office (WCPO), this will serve as a baseline for determining the laws and provisions that the accountable parties have violated. To parents, this study serves as a resource for accumulating knowledge about child labor in Mati City. The study's results serve as the basis for future research. Furthermore, this study can serve as a reference for future academic researchers conducting in-depth research on child labor practices.

## METHODOLOGY

### Research Design

The researcher utilized the descriptive research design. This is the most accurate and reliable method for interpreting the findings. It discusses and interprets the conditions and relationships that exist or do not exist in the study. Furthermore, the descriptive method of research is also a fact-finding study with adequate and accurate interpretation of the findings. It describes, interprets, and reveals the conditions, relationships, and practices that prevail or do not prevail, as well as the beliefs, points of view, or attitudes that are held or not (Creswell, 2003). The subjects of this study were children working in Barangay Central, Mati City. This particular barangay was selected because it has the largest population among other barangays in the said city. This was intended to draw attention to the child labor issue, which would be beneficial to the concerned parties.

The study used purposive sampling, a non-probability sampling technique. This kind of sampling technique was used for the researchers to select specific respondents within the population of interest, enabling them to answer the research questions (Pogoso et al., 1992).

**Table 1.** Distribution of respondents.

| Residence of respondents | Frequency (N) |
|---|---|
| 1B Magsaysay, Brgy. Central | 14 |
| 4A-17 Magsaysay, Brgy. Central | 6 |
| Amelia 1, River Side, Brgy. Central | 6 |
| Bilawan 1, Brgy. Central | 1 |
| Burgos Street, Brgy. Central | 10 |
| D-3 Magsaysay, Brgy. Central | 2 |
| D-4 Magsaysay Brgy. Central | 2 |
| GawadKalinga, River Side, Brgy. Central | 34 |
| Madang Public Market, Brgy. Central | 21 |
| Pujada Village, Brgy. Central | 3 |
| Quezon Street, Brgy. Central | 2 |
| Riverside, Sudlon, Brgy. Central | 9 |
| **Total** | **110** |

**Research instrument**

The researchers' questionnaire was validated by experts and assessed using Cronbach's Alpha, yielding an internal consistency value of 0.8. This indicates that the questionnaire demonstrates high internal consistency (Downing, 2004; Polokandroti et al., 2011). A reliability coefficient ($0.8 \leq \alpha < 0.9$) is good (Nunnaly, 1978; Gliem et al., 2003). Thus, the questionnaire was good in measuring the construct of interest. On the other hand, a 5-point Likert scale was used to elicit responses from the respondents. Below is the scale used:

**Table 2.** Description of the 5-point likert scale in the study.

| Range of mean | Adjectival rating | Descriptive interpretation |
|---|---|---|
| 4.50 – 5.00 | Strongly Agree | This means that the extent of factors contributing to child labor in City of Mati is **very high** |
| 3.50 – 4.49 | Agree | This means that the extent of factors contributing to the child labor in City of Mati is **high**. |
| 2.50 – 3.49 | Moderately Agree | This means that the extent of factors contributing to child labor in City of Mati is **moderate**. |
| 1.50 – 2.49 | Disagree | This means that the extent of factors contributing to child labor in City of Mati is **low**. |
| 1.00 – 1.49 | Strongly Disagree | This means that the extent of factors contributing to child labor in City of Mati is **very low.** |

**Data gathering procedure**

The procedures performed in collecting the data are discussed in detail in the following section.

1. Permission to conduct the study. The researcher wrote a letter to the Brgy. Captain of Barangay Central, and fortunately, it was approved.
2. Validation of the survey questionnaire. Each question on the questionnaire was carefully examined and validated by the three expert validators.
3. Administration and retrieval of the questionnaire. Upon approval of the permission letters and after validation, the questionnaire was personally handed out to the respondents, and their responses were accurately recorded. The administered questionnaire was retrieved

right after the respondents had completed answering it.

4. Tabulation and statistical analysis of data. The responses to the questionnaire items by the child laborers were accurately tallied and recorded accordingly. The results were encoded, tabulated, analyzed, and interpreted, generating new knowledge that provided insight into the factual investigation.
5. Ethical consideration. The researchers sought consent from the parents/guardians responsible for the children and explained the study's purpose thoroughly. The parent/guardian agreed to let their child participate in the survey and affixed their signature or thumbprint to the subject thesis research consent form (Appendix A). All questions were asked in the presence and guidance of their parent/guardian.

**Data analysis**

The gathered data were classified, analyzed, and interpreted using the appropriate statistical treatment. The one-way analysis of variance (ANOVA) was used to determine whether there were any significant differences between the means of two or more independent or unrelated groups (Blay, 2013; Winter, 2015). This method tests the difference between the means of different groups simultaneously, and the search stops when the decision is made to accept the null hypothesis, indicating that there is no significant difference (Blay, 2013; Winter, 2015). However, if the decision is to reject the null hypothesis, the search continues using a post hoc ANOVA test to identify which pairs of groups differ significantly from one another (Blay, 2013; Winter, 2015). Hence, it was used to obtain the significant difference between factors contributing to child labor when analyzed by demographic profile.

## RESULTS AND DISCUSSION

**Socio-demographic profile**

Table 3 presents the distribution of respondents by gender. A total of 110 children in the City of Mati responded to the survey. According to gender, 79 of them (72%) were male and only 31 of them (28%) were female.

**Table 3.** Gender of the respondents.

| Gender | Frequency (N) | Percentage (%) |
|---|---|---|
| Male | 79 | 72 |
| Female | 31 | 28 |
| **Total** | **110** | **100.0** |

As observed in the Table, there was a higher probability of recorded male child laborers in Mati. This implies a lower tendency for females to be involved in child labor. According to Bequele and Boyden (1988), girls have less access to education and training. Hence, if they become educated, they will no longer fit into traditional roles. Explicitly, instead of being sent to school, many families raise daughters to take over household duties, thereby freeing the mother for paid labor (Weiner, 1991). These tendencies suggest that there are more males under child labor working in firms, businesses, factories, or mines than females, as the latter often work within their households (Mondal et al., 2012; Barman, 2011).

Table 4 presents the distribution of respondents grouped by age. In terms of age, 93 of them (85%) belonged to the 13-17 years old age group, 16 (15%) to the 8-12 years old age group, and 1 (1%) to the 2-7 years old age group.

**Table 4.** Age of the respondents.

| Age | Frequency (N) | Percentage (%) |
|---|---|---|
| 2 – 7 years old | 1 | 1 |
| 8 – 12 years old | 16 | 15 |
| 13 – 17 years old | 93 | 85 |
| **Total** | **110** | **100.0** |

As shown in the Table, most children who engaged in child labor were between 13 and 17 years of age, indicating that few children below 12 years of age were child laborers. As observed in the Table, there was a higher tendency of recorded adolescent child laborers in Mati. This observation would support the fact that over one-fifth of the world's children aged 5-17 years are exploited in different forms of child labor (Mondal et al., 2012; Barman, 2011), and others are even engaged in hazardous work (ILO, 2013).

Table 5 presents the distribution of respondents by attendance at school. There were 80 (72%) who were not currently attending school and not pursuing education, and the remaining 30 (27%) were currently attending school and pursuing their education.

**Table 5.** Attendance to formal school.

| Attending School | Frequency (N) | Percentage (%) |
|---|---|---|
| Yes | 30 | 27 |
| No | 80 | 73 |
| **Total** | **110** | **100.0** |

These findings suggest that children who are subject to early labor force participation in Mati are mostly school dropouts. This result confirms the study by Seetharamu and Deci (1985), which found that 20% of children who dropped out of school were engaged in employment. However, if child laborers combine work and schooling, they are more likely to drop out (Brown, 2011; Patrinos & Siddiqi, 2000) due to the management of competing time demands between education and employment (Omokhodion & Odutote, 2006).

Table 6 shows the educational background of the respondents. There were 80 (72.7%) who had not attended school, 15 (13.6%) were at the elementary level, 12 (10.9%) were at the high school level, 3 (2.7%) were high school graduates, and none had entered college. Moreover, these children who attained education were currently attending school and pursuing their education. Thirty (27.3%) of them attended school, while the remaining 80 (72.7%) answered 'no'.

It suggests that these children, who are subject to early labor force participation in the City of Mati, have a low educational level or educational attainment. Those who have not attended any formal education are not attending school, while those who have undergone schooling are currently pursuing their education. A study in Bolivia found that children who were employed had the lowest educational achievement (UNICEF, 1992). It is believed that parents send their children to school so that they can secure stable and decent employment in the future.

**Table 6.** Educational background of the respondents.

| Educational Background | Frequency (N) | Percentage (%) |
|---|---|---|
| None | 80 | 72.7 |
| Elementary Level | 15 | 13.6 |
| High School Level | 12 | 10.9 |
| High School Graduate | 3 | 2.7 |
| **Total** | **110** | **100.0** |

However, if children fail to receive an education, they are likely to be unemployed in the future. Further, not all child laborers were out of school. Consequently, these children who were employed and attended formal education were currently pursuing their education. Thus, some individuals are attempting to balance the competing demands of education and employment (Patrinos and Siddiqi, 2000).

Table 7 presents the distribution of respondents grouped by custody. Asto whom they are living with, 69 (62.7%) of them were with their both mother and father, 11 (10%) were with their other relatives only, 9 (8.2%) were living with their uncle or aunt, 8 (7.3%) were with their mother only, 3 (2.7%) were with their father only, 3 (2.7%) were with their grandparent, 3 (2.7%) were with their friends, 2 (1.8%) were with their siblings. The remaining 2 (1.8%) were lining up alone.

**Table 7.** Custody of the respondents.

| Custody | Frequency (N) | Percentage (%) |
|---|---|---|
| Both Mother and Father | 69 | 62.7 |
| Other Relatives | 11 | 10.0 |
| Uncle/Aunt | 9 | 8.2 |
| Mother only | 8 | 7.3 |
| Father only | 3 | 2.7 |
| Grand Parents | 3 | 2.7 |
| With Friends | 3 | 2.7 |
| With Siblings | 2 | 1.8 |
| Alone | 2 | 1.8 |
| **Total** | **110** | **100.0** |

This shows that the children under child labor are in complete custody or guardianship by parents, followed by other relatives. There are also fewer tendencies for children living with one parent, a grandparent, friends, or siblings to be alone. In addition, most of these children, who were devoted to work at an early age, lived under the total custody of their parents. It can be deduced from here that these parents might also be a factor to consider in the engagement of young children in child labor.

This is highly similar to the statement from the ILO (2008), which states that parents are likely to share a cultural norm in which they send their children to the labor force, viewing labor as the most productive use of children's time. Consequently, when parents have worked in their childhood, their children tend to work as well, passing this on from one generation to the next (Aqil, 2012). The children are expected to follow their parents' footsteps and thereby help the household and other family members at a very young age (ILO, 2008). A study also revealed that parents represent 62 percent of the source of employment induction for every child (Syed et al., 1991). That is, these children are prompted by their parents to work (Patrinos and Siddiqi, 2000).

Table 8 shows the distribution of the respondents when grouped according to the size of the household (measured according to the number of family members in the household). As to the size of household, 62 (56.4%) of them belonged in 4 to 6 household family members, 27 (24.5%) of them were in 7 to 9 household family members, 17 (15.5%) of them belonged in 1 to 3 household family members and 4 (3.6%) of them were in 10 to 12 household family members.

**Table 8.** Number of siblings in the household of the respondents.

| Number of Siblings | Frequency (N) | Percentage (%) |
|---|---|---|
| 1-3 | 17 | 15.5 |
| 4-6 | 62 | 56.4 |
| 7-9 | 27 | 24.5 |
| 10-12 | 4 | 3.6 |
| **Total** | **110** | **100.0** |

As observed in the Table, most of their family had many children. This implies that families with a larger number of members tend to send their children into the workforce at an earlier age. It would also mean that these children need to work to help their parents with daily needs. Hence, most families with many members tend to be poor, while wealthier families tend to have fewer members (Banerjee, 2007). Due to insufficient income, low-earning families are vulnerable to sending their children to the labor market to support the family's needs, which is uncommon among wealthier families (Kruger et al., 2007).

Often, parents in developing countries assign different roles to their children. This has been referred to as child specialization and may increase the number of working children (Chernichovsky, 1985). This phenomenon involves certain siblings going to school while others work. Often, this depends on the birth order, where the oldest is the one who attends school. Patrinos & Psacharopoulos (1993) found that the number of siblings has little effect on school enrollment, although it does have a significant impact on child labor.

Table 9 presents the distribution of respondents grouped by monthly family income. In terms of household or family income per month, 45 (40.9%) of them belonged to a family earning Php 5,001 to 7,000, 23 (20.9%) of them belonged to a family earning less than Php 5,000, 22 (20%) of them belonged to a family earning more than Php 9,000 and 20 (18.2%) belonged to a family earning Php 7,001 to Php 9,000.

**Table 9.** Monthly income of households.

| Household income | Frequency (N) | Percentage (%) |
|---|---|---|
| Less than Php5,000 | 23 | 20.9 |
| Php5,001-7,000 | 45 | 40.9 |
| Php7,001-9,000 | 20 | 18.2 |
| More than Php.9,000 | 22 | 20.0 |
| **Total** | **110** | **100.0** |

This shows a higher tendency of children under child labor to belong to a household with an inadequate income per month. That is, child laborers often come from low-income families. It is consistent with what has been observed that families with many members are usually poor, earning an insufficient income per month. Again, due to insufficient income, low-income families are vulnerable to sending their children to the labor market to support the family's needs, which is uncommon among wealthier families (Kruger et al., 2007).

Table 10 presents the distribution of respondents grouped by religion. In terms of religious orientation, 87 (79.1%) of them were Roman Catholic, 4 (3.6 %) of them were Baptist, 4 (3.6%) of them were Faith Tabernacle, 3 (2.7%) of them were Jehovah's Witnesses, 3 (2.7%) were Seventh Day Adventist, 3 (2.7%) were Iglesia ni Cristo, 3 (2.7%) were United Pentecostal, 2 (1.8%) were Christian, 1 (0.9%) was a Holystone. The remaining 1 (0.9%) was a member of the Church of Jesus Christ of Latter-day Saints (LDS).

**Table 10.** Religion of the respondents.

| Religion | Frequency (N) | Percentage (%) |
|---|---|---|
| Roman Catholic | 86 | 78.2 |
| Baptist | 4 | 3.6 |
| Faith Tabernacle | 4 | 3.6 |
| Iglesia ni Cristo | 3 | 2.7 |
| Jehova Witness | 3 | 2.7 |
| Sevent Day Adventist | 3 | 2.7 |
| United Pentecostal | 3 | 2.7 |
| Christian | 2 | 1.8 |
| Latter Day Saints | 1 | 9 |
| Holy stone | 1 | .9 |
| **Total** | **110** | **100** |

The religious orientation of the most significant percentage of children under child labor is Roman Catholic. One of the most important functions of religion is to regulate the family, from birth to childrearing, to marriage, and the care of elderly parents. Religious teachings prescribe rules governing every aspect of family life (Choy, 2015). Nevertheless, there has been no profound evidence that can be claimed as to how religious orientation affects or relates to child labor. Accordingly, based on the information gathered, most child laborers belonged to families who were Roman Catholics since this religion dominates the Philippines. However, there were fewer recorded child laborers from Born Again religious groups, and there had been no recorded Muslim child laborers. There may be compelling reasons that have not been explored in this undertaking. Hence, the literature on the economics of religion has so far ignored the family-regulating function of religion (Choy, 2015). Overall, the demographic characteristics of child laborers in the City of Mati support the study conducted by Polan and Bayacag (2007). It was found that the majority of child laborers were 11 to 15 years old, male, with a household income of more than PHP 5,000 per month, averaging PHP 1,202.20 per week.

**The extent of factors that contribute to child labor**

***Income***

Table 11 illustrates the extent to which various factors contribute to child labor in terms of income. Generally, this domain obtained an overall mean score of 3.68, indicating that respondents agreed with all statements in this domain. This suggests that income is a significant factor contributing to child labor.

**Table 11.** Extent of incomes contributing factor to child labor.

| Item | Mean | Descriptive equivalent |
|---|---|---|
| Do you work to support your family needs? | 4.10 | Agree |
| Do you work for your own needs? | 3.62 | Agree |
| Do you work to have your own income? | 3.75 | Agree |
| Do you work to increase your household income? | 3.66 | Agree |
| Do you work because of insufficient income of your parents? | 3.71 | Agree |
| Do you work to pay your family debts? | 3.22 | Moderately Agree |
| **Overall** | **3.68** | **Agree** |

Notably, the respondents agreed that they were working to support their family, which obtained a mean score of 4.10. They also decided that they worked to increase their income, which they received with a mean score of 3.75. Furthermore, they agreed that they worked because of their parents' insufficient income, with a mean score of 3.71. They also worked to increase their household income, with a mean score of 3.66. They worked for their own needs with a mean score of 3.62. and they moderately agreed that they worked to pay their family's debts, with a mean score of 3.22. Low-income-earning families often have insufficient funds to support their family's needs and meet the needs of every member (Kruger et al., 2007). According to Patrinos and Siddiqi (2000), children coming from low-income families whose income is insufficient are very vulnerable to being sent to work in child labor.

Poverty in developing countries (like the Philippines) has been pushing many family members, including children, to work in different sectors to support many other needs, may it be personal, individual, or family needs (Kruger et al., 2007). According to Jensen (2000), children tend to pursue jobs to receive compensation and to obtain something for themselves and their families. Additionally, children are compelled to work painstakingly to repay their parents' debts and to provide for their basic needs (Jensen, 2000; Mayer,

2010; Patrinos and Siddiqi, 2000). Evidence suggests that parents have children based on a cost-benefit perspective (Singh and Schuh, 1986). As documented, children in developing countries tend to be of economic value and, as a result, become a desirable asset for struggling parents. Consequently, children can make a significant contribution to family income (Patrinos and Siddiqi, 2000).

***Employment***

Table 12 illustrates the factors contributing to child labor in terms of employment. Generally, this domain obtained an overall mean score of 3.24, indicating that respondents moderately agreed with all statements in this domain. This implies that the contribution of the factor employment to child labor is moderate.

Notably, the respondents agreed that they worked because they wanted to be employed, which obtained a mean score of 3.85. They moderately decided that they worked for employment only, which obtained a mean score of 3.10, and that they worked because nobody in the family was employed, which obtained the mean score of 3.03. Moreover, they worked because their parents are unemployed, which resulted in a mean score of 2.98.

**Table 12.**Extent of employment as contributing factor to child labor.

| Item | Mean | Descriptive Equivalent |
|---|---|---|
| Do you work because of unemployed parents? | 2.98 | Moderately Agree |
| Do you work because nobody in family is employed? | 3.03 | Moderately Agree |
| Do you work for employment only? | 3.10 | Moderately Agree |
| Do you work because you want to be employed | 3.85 | Agree |
| **Overall** | **3.24** | **Moderately Agree** |

Children work because they want to earn a living. This is because children tend to work due to the compensation they can receive from it (Patrinos and Siddiqi, 2000). Additionally, the father's unemployment compels their children to work part-time or full-time to increase their income for purchasing daily necessities (Duryea et al., 2007). With this, parents' unemployment is a key factor in child labor.

***Education***

The extent of factors that contribute to child labor in terms of education. Generally, this domain obtained an overall mean score of 3.52, indicating that respondents agreed with all statements described and thus suggested that the factor contributes significantly to child labor (Table 13). Notably, the respondents agreed that they worked to pursue their education, which obtained a mean score of 3.82. They worked to sustain their educational needs (3.60) and to secure an allowance for their education (3.51). Furthermore, they moderately agreed that they worked to minimize their parents' burden in supporting their education, which received a mean score of 3.44, and they also worked to pay their school obligations (mean score of 3.24).

**Table 13.** Extent of education as contributing factor to child labor.

| Item | Mean | Descriptive Equivalent |
|---|---|---|
| Do you work to pay your school obligation? | 3.24 | Moderately Agree |
| Do you work to have an allowance for your education? | 3.51 | Agree |
| Do you work to sustain your educational needs? | 3.60 | Agree |
| Do you work to lessen your parent's burden in supporting your education? | 3.44 | Moderately Agree |
| Do you work to pursue your education? | 3.82 | Agree |
| **Overall** | **3.52** | **Agree** |

Children who were sent to school were believed to alleviate the poverty of the family and the nation. Nevertheless, some children and parents prefer not to send their children to school because of the financial burden of expenses such as uniforms, transportation, and daily allowances. Although education is relatively free, paying for school is not entirely manageable due to other costs. That is, many children work hard to attend school, affording the tuition and miscellaneous fees (Matsuno and Blagbrough, 2005). According to Patrinos and Siddiqi (2000), some children in the family were allowed to acquire education through the support of the working siblings. Moreover, many children have to work to attend school and cover the direct and indirect costs (Jensen, 2000; Mayer, 2010; Patrinos and Siddiqi, 2000).

Culture

Table 14 illustrates the extent to which various factors contribute to child labor in terms of culture. Generally, this domain obtained an overall mean score of 3.39, indicating that respondents moderately agreed with all statements described and thus suggested that the contribution of culture as a factor to child labor is moderate.

Notably, the respondents agreed that they worked to save money for their future, which obtained a mean score of 4.11. They worked to make their parents proud, which resulted in a mean score of 3.71, and to appreciate the value of work, which yielded a mean score of 3.55. In addition, they moderately agreed that they worked because of their family's choice, which obtained a mean score of 3.12, and because it is the norm w ithin the family, which obtained a mean score of 2.97. And that they preferred to work rather than pursue their education, which received a mean score of 2.86.

**Table 14.** Extent of culture as contribution factor to child labor.

| Item | Mean | Descriptive Equivalent |
|---|---|---|
| Do you work to make your parents proud? | 3.71 | Agree |
| Do you work to appreciate the value of working? | 3.55 | Agree |
| Do you work because of the choice of your family? | 3.12 | Moderately Agree |
| Do you work to save money for your future? | 4.11 | Agree |
| Do you prefer to work rather than pursuing your education? | 2.86 | Moderately Agree |
| Do you work because it's the norm of the family? | 2.97 | Moderately Agree |
| **Overall** | **3.39** | **Moderately Agree** |

Culture has a vast impact on child labor. Based on cultural norms, parents have viewed labor as the most productive use of a child's time, rather than attending school. Children who are frequently summoned to help the family at a very young age are often expected to follow in their parents' footsteps (ILO, 2008). According to Kaomba (2013), child labor in some countries is traditionally done. According to specific cultural and traditional assumptions, children need to learn skills that will benefit their future, enabling them to appreciate the value of work. Allowing children to work at an early age is considered beneficial, as it helps them develop working skills (Tauson, 2009). This confirms the 4.11 mean score, indicating that respondents agreed they work to save money for their future.

**Significant differences in the factors contributing to child labor**

At a significance level of 0.05, analysis of variance was used to determine whether there was a significant difference among the means of the contributing factors across each socio-demographic profile of the respondents. Hence, if the P-value or significance is less than or equal to 0.05, the null hypothesis is rejected; otherwise, it is accepted.

***Gender***

Table 15 shows a significant difference in the extent of contribution to child labor by factor across gender. It was revealed that there was no significant difference in the extent of contribution of factor income (with an F-ratio of 2.13 and a P-value of .15) to child labor across gender categories. The same also applied to the rest of the indicators, such as employment (with an F-ratio of 0.003 and a P-value of 0.96) and culture (with an F-ratio of 0.12 and a P-value of 0.73). On the other hand, there was a significant difference in the extent of the factor education's contribution to child labor across genders (with an F-value of 6.82 and a P-value of .01). Males agreed that education makes a moderate contribution to their early labor, while females agreed that education has a highly significant contribution to their early labor. This implies that the extent of the contribution of the factor' education' towards child labor varies across children's gender type.

**Table 15.** ANOVA of Contributing factors to child labor across gender.

| Factor | Gender | | F | P | $H_0$ |
|---|---|---|---|---|---|
| | Male | Female | | | |
| Income | 3.22 | 3.45 | 2.13 | .15 | Accept |
| Employment | 2.91 | 2.90 | .003 | .96 | Accept |
| Education | 3.04 | 3.52 | 6.82 | **.01** | Reject |
| Culture | 2.99 | 2.94 | .122 | .73 | Accept |

***Age***

Table 16 shows the significant difference in the factor's contribution to child labor across age groups. It was revealed that there was a considerable difference in the extent of the factor education's contribution (F-ratio of 3.73 and P-value of .03) to child labor across age groups. Children aged 2 to 7 years strongly agreed, while those aged 8 to 12 years only agreed, and those aged 13 to 17 years moderately agreed that education contributed to their early engagement in the labor force. However, there was a significant difference in the extent of contribution of the factor's income (with F-value of .44 and P-value of .65), employment (with F-value of .02 and P-value of .98), and culture (with F-value of 1.59 and P-value of .21) to child labor across age groups.

This implies that the extent of contribution of the factor education towards child labor varies across children's age groups.

**Table 16.** ANOVA of contributing factors to child labor across age.

| Factor | Age | | | F | P | $H_0$ |
|---|---|---|---|---|---|---|
| | 2 - 7 | 8 – 12 | 13 - 17 | | | |
| Income | 3 | 3.44 | 3.26 | .44 | .65 | Accept |
| Employment | 3 | 2.94 | 2.90 | .02 | .98 | Accept |
| Education | 5 | 3.5 | 3.10 | 2.73 | **.03** | Reject |
| Culture | 3 | 2.69 | 3.02 | 1.59 | .21 | Accept |

***Educational background***

Table 17 shows the significant difference in the extent of contribution of the factors to child labor across educational backgrounds. The result showed that there was no significant difference in the extent of contribution of the factors income (with a ratio of 0.466 and P-value of 0.496) and employment (with F-ratio of 2.380 and p- p-value of 0.126) to child labor across educational background.

On the other hand, there was a significant difference in the extent of contribution of the factor education (with an F-ratio of 12.280 and P-value of 0.001) and culture (with

an F-ratio of 5.050 and P-value of 0.027) to child labor across educational background. That is, children who had attended formal education agreed, while children who had not attended formal education moderately agreed that the cost of education contributed to their early engagement in labor.

**Table 17.** ANOVA of contributing factors to child labor across educational background.

| Factor | Educational Background | | F | P | $H_0$ |
|---|---|---|---|---|---|
| | Yes | No | | | |
| Income | 3.20 | 3.31 | 0.47 | 0.50 | Accept |
| Employment | 2.73 | 2.98 | 2.38 | 0.13 | Accept |
| Education | 3.63 | 3.00 | 12.28 | **0.001** | Reject |
| Culture | 2.73 | 3.06 | 5.05 | **0.03** | Reject |

Children who attended formal education were most likely to disagree, while those children who had not attended formal education tended to moderately agree that culture was a factor in their engagement in early labor. This implies that the extent of contribution of the factors' education and culture towards child labor varies across children's educational background.

***Educational level***

The significant difference in the extent of contribution to child labor across educational levels was shown in Table 18. Based on the result, there was no significant difference in the extent of contribution of the factors income (with an F-ratio of 1.386 and P-value of .251), employment (with an F-ratio of 1.588 and P-value of .197), and culture (with an F-ratio of 2.33 and P-value of .105) to child labor across educational levels.

However, there was a noted significant difference in the extent of contribution of the factor education (with an F-ratio of 4.043 and P-value of 0.009) to child labor across educational levels.

**Table 18.** ANOVA of contributing factors to child labor across educational level.

| Factor | Educational Level | | | | F | P | $H_0$ |
|---|---|---|---|---|---|---|---|
| | None | EL | HL | HG | | | |
| Income | 3.31 | 3.47 | 2.92 | 3.00 | 1.39 | .25 | Accept |
| Employment | 2.98 | 2.93 | 2.50 | 2.67 | 1.59 | .20 | Accept |
| Education | 3.00 | 3.67 | 3.58 | 3.67 | 4.04 | **.009** | Reject |
| Culture | 3.06 | 2.73 | 2.83 | 2.33 | 2.10 | .11 | Accept |

Children who were at the elementary level (EL), high school level (HL), and high school graduates (HG) were convinced to the point that they agreed that the cost of education contributed to their early engagement in labor, while children that had attended school all moderately agreed that education contributed to their early engagement in labor. This implies that the extent of contribution of the factor education towards child labor varies across children's educational level.

***Custody of the respondents***

Table 19 shows the significant difference in the extent of contribution to child labor across the guardian category. The result showed that there was a significant difference in the extent of contribution of the factor employment (with F-ratio of 2.34 and P-value of 0.02) to child labor across the guardian category. Children living with friends and grandparents agreed, while others only moderately agreed that employment

contributed to their early engagement in labor. On the other side, there was no significant difference in the extent of contribution of the factor's income (with an F-ratio of .580 and P-value of .792), education (with an F-ratio of 0.0338 and P-value of 0.0949), and culture (with an F-ratio of 0.490 and P- value 0.861) to child labor across guardian. These results implied that the extent of the contribution of the factor employment towards child labor varies across children's guardians.

**Table 19.** ANOVA of contributing factors to child labor across the custody of the respon-

| Factors | Alone | Mother and father | Father | Mother | Other relatives | Uncle/ Aunt | With friends | With siblings | Grand parents | F | P | $H_0$ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Income | 3.50 | 3.20 | 3.33 | 3.25 | 3.55 | 3.22 | 3.33 | 4.00 | 3.67 | .580 | .79 | Accept |
| Employment | 2.50 | 2.75 | 3.00 | 3.38 | 3.00 | 3.00 | 3.67 | 3.00 | 4.00 | 2.34 | **.02** | Reject |
| Education | 3.00 | 3.19 | 3.33 | 2.88 | 3.00 | 3.22 | 3.33 | 3.50 | 3.67 | .338 | .95 | Accept |
| Culture | 3.00 | 2.94 | 2.67 | 3.13 | 3.09 | 2.89 | 3.33 | 3.50 | 2.67 | .490 | .86 | Accept |

***Household size***

Table 20 shows the significant difference in the extent of contribution to child labor across household sizes that they belong to. It was revealed that there was no significant difference in the extent of contribution of the factor's income (with an F-ratio of 2.17 and P-value of 0.10) and education (with an F-ratio of 0.88 and P-value of 0.45) to child labor across household size. On the other extreme, there was a noted significant difference in the extent of contribution of the factor's employment (with an F-ratio of 2.88 and P-value of 0.04) and culture (with an F-ratio of 30974 and P-value of 0.01) to child labor across household size. Children who belonged to a 1 to 3 household size disagreed, while children who belonged to 4 to 6, 7 to 9, and 10 to 12 household sizes moderately agreed that employment contributed to their early engagement in child labor. Furthermore, children who were in a household size of 1 to 3, 4 to 6, and 7 to 9 moderately agreed, while children who belonged in a household size of 10-12 agreed that culture contributed to their early engagement in labor.

**Table 20.** ANOVA of contributing factors to child labor across household size.

| Factor | Household size (Number of Family Members) | | | | F | P | $H_0$ |
|---|---|---|---|---|---|---|---|
| | 1-3 | 4-6 | 7-9 | 10-12 | | | |
| Income | 2.94 | 3.26 | 3.52 | 3.50 | .44 | .65 | Accept |
| Employment | 2.47 | 2.94 | 3.11 | 3.00 | .02 | .98 | Accept |
| Education | 3.00 | 3.15 | 3.26 | 3.75 | 2.73 | **.03** | Reject |
| Culture | 2.88 | 2.84 | 3.22 | 3.75 | 1.59 | .21 | Accept |

***Household income***

Table 21 shows the significant difference in the extent of contribution to child labor across household income. The result showed that there was no significant difference on the extent of contribution of the factors income (with an F-ratio of 0.65 and *p*-value of 0.58), education (with an F- ratio of 2.47 and *p*-value of 0.97), employment (with an F-ratio of 1.69 and P-value of 0.17), and culture (with an F-ratio of 0.08 and P- value of 0.97) to child labor across household income.

**Table 21.** ANOVA of Contributing factors to child labor across household income.

| Factor | Household income | | | | F | P | $H_0$ |
|---|---|---|---|---|---|---|---|
| | Less than Php. 2,000 | Php. 5,001 - 7,000 | Php. 7,001 – 9,000 | More than Php. 9,000 | | | |
| Income | 3.35 | 3.33 | 3.15 | 3.23 | 0.65 | 0.58 | Accept |
| Employment | 3.17 | 2.87 | 2.80 | 2.82 | 1.69 | 0.17 | Accept |
| Education | 3.35 | 3.29 | 3.20 | 2.73 | 2.47 | 0.07 | Accept |
| Culture | 3.00 | 2.19 | 3.15 | 2.90 | 0.08 | 0.97 | Accept |

The extent of the factors' contribution to child labor is common to children across varying household incomes. This implies that the extent of contribution of the factors' income, employment, education, and culture towards child labor does not vary across children's household income.

***Religion***

Table 22 shows the significant difference in the extent of the factor's contribution to child labor across religion. It was shown that there was a noted significant difference in the extent of contribution of the factor culture (with an F-ratio of 2.51 and P-value of 0.04) to child labor across religion. That is, children who were Christian, LDS, and Holy Stoners disagreed, Baptists, Catholics, Iglesia ni Cristo, Jehovah's Witnesses, and Seventh Day Adventists moderately agreed, while Faith and UPCs agreed that culture contributed to their early engagement in labor.

**Table 22.** ANOVA of contributing factors to child labor across religion background.

| Factors | Religion | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Baptist | Catholic | Christian | Faith | INC | Jehovah | LDS | Holy stone | SDA | UPC | F | P | $H_0$ |
| Income | 3.25 | 3.30 | 2.00 | 3.50 | 3.33 | 3.33 | 3.00 | 4.00 | 3.33 | 3.00 | .81 | .61 | Accept |
| Employment | 2.75 | 2.93 | 2.00 | 2.75 | 3.67 | 2.67 | 3.00 | 3.00 | 2.67 | 3.00 | .81 | .61 | Accept |
| Education | 4.25 | 3.21 | 2.50 | 2.75 | 3.67 | 2.67 | 3.00 | 3.00 | 3.00 | 2.00 | 1.84 | **.07** | Accept |
| Culture | 2.75 | 2.95 | 2.00 | 3.75 | 3.33 | 3.00 | 2.00 | 2.00 | 3.00 | 3.67 | 2.06 | **.04** | Reject |

The extent of contribution of the factors' income, education, culture, and employment varied across the socio-demographic profiles of the children. This implies that the view of the children among the factors that mainly contribute to their engagement in the labor force is affected by their socio-demographic characteristics. That is, males and females have different perspectives in terms of considering education as a factor.

The extent of contribution of factor education was significantly different across age groups, educational levels, and educational background. The extent of the contribution of the factor employment was significantly different across household size and guardianship. And the extent of contribution of the factor culture was significantly different across educational background, household size, and religion.

There was no significant difference in the extent of contribution to child labor of the factors' income, employment, and culture when analyzed by gender, age, educational level, educational background, and household income. On the other hand, there was a significant difference of employment as a factor when analyzed by household size and guardian; education when analyzed by gender, age, educational background and educational level on the other hand, the rest of the factors income (with an F-ratio of 0.81 and *p*-value of 0. 60), employment (with an F-ratio of 0.809 and P-value of 0.609) and education (with an

F-ratio of 1.835 and P-value of 0.071) indicated that there was no significant difference on the extent of contribution to child labor across religion. This implies that the extent of contribution of the factor culture towards child labor varies across children's religious groups.

**The most influential factors contributing to child labor in the Mati City**

Table 22 shows the extent of contribution of factors that contribute to child labor in the City of Mati. Income with a mean score of 3.68 was the most significant factor of child labor, followed by education with a mean score of 3.52, culture with a mean score of 3.39, and lastly, employment with a mean score of 3.24. This implies that the most influential factor in child labor in the City of Mati is income, followed by education, culture, and lastly, employment.

**Table 23.** Factors extent of influence to child labor in Mati City.

| Factors | Mean | Descriptive equivalent |
|---|---|---|
| Income | **3.68** | Agree |
| Employment | 3.24 | Moderately Agree |
| Education | **3.52** | Agree |
| Culture | 3.39 | Moderately Agree |

In view of the fact that most of these children belong to a big family and a family earning a lesser amount of income per month, these children work for the additional benefit of their family and their own (Jensen, 2000; Mayer, 2010; Patrinos and Siddiqi, 2000). It is because income is the most contributing factor to child labor, and there is an inadequacy of money to support needs. Education is the next factor, followed by culture and employment. The cycle of having not enough money and no education in the family becomes a family culture that, at an early age, one should work to help, and the drive to help results in a desire for employment and thereby child labor (Jensen, 2000; Mayer, 2010; Patrinos and Siddiqi, 2000).

## CONCLUSION

The study found that most child laborers in the City of Mati are male adolescents who are out of school, belong to large, low-income families, and live under parental custody. Income emerged as the primary factor driving child labor, followed by education, culture, and employment. Children's views on these factors vary based on socio-demographic characteristics such as age, education, household size, guardian, and religion. Notably, income remains the most influential contributor to child labor.

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