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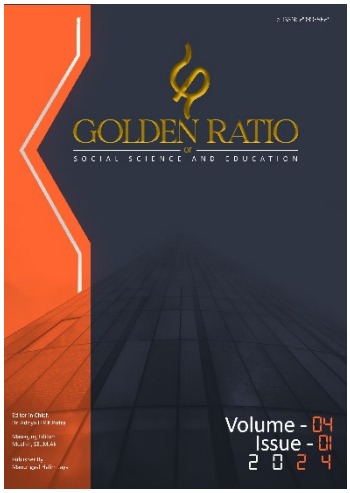

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SOCIAL SCIENCE AND EDUCATION | RESEARCH ARTICLE

Exploring the Factors that Impact Access to Senior High Education among Youth in Upper Malubog, Manticao, Philippines

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Abstract: This research study was undertaken primarily to explore the factors that impact access to senior high education among youth in Upper Malubog, Manticao, Misamis Oriental, Philippines. It intends to give importance to education in the said community. This study used a mixed-method research design. A quantitative method is used to describe the demographics and socio-economic profile of the respondents and the factors affecting their access to senior high education. A qualitative method is also employed to dig deeper into the challenges that hinder the school in offering senior high school from the teachers' perspectives, and the respondents' suggestions and recommendations to improve access to senior high education. The quantitative data was collected through an interview schedule of thirty out-of-school youth, aged 16-30, while the qualitative data was collected through a key informant interview with five high school teachers of Malibato Integrated School. Based on the findings, the following implications are formulated: This study does not only focus on one factor, but five different factors which are the school and environmental, economic, family-related, peer, and personal factor. Youth's access to senior high education was impacted by these mentioned factors, however, they were most affected by economic and school, and environmental factors.

Keywords: Youth, Senior High Education, Factors.

1. Introduction

"Ang Kabataan ang Pag-asa ng bayan," as Dr. Jose Rizal famously put it, which means that the youth are the hope of our nation and that "Education is the most powerful weapon you can use to change the world" according to Nelson Mandela of Allison Academy. Nobody can dispute the significance of education and schooling in the lives of contemporary youth. It serves several purposes in modern civilization, including learning new information, completing tasks, and adhering to social standards.

There are currently 1.2 billion young people in the world, making up the largest generation in history. A significant portion of the population, the youth, who make up about 90% of the global population, live in developing countries. The Philippines Statistical Authority's Annual Poverty Indicators Study (APIS) revealed that, in 2020, there were 31.40 million youth, or people between the ages of 15 and 30, or 28.9% of the country's total population of 109,035,343 people. Among the 3.8 million Out-of-School Youth (OSCY), 87.3% were between the ages of 16 and 24. Marriage or family issues, the high expense of education or financial worries, peer influence, and a lack of personal interest, were the most frequently cited excuses among OSCYs for not attending school.

Education is a process of learning that tries to help pupils learn new things, put their abilities to use, and develop their personalities. According to Biesta (2015), education helps students develop their knowledge, values, and abilities. They obtain them from teachers who play a significant part in the educational process. They impart knowledge to students and put it into practice. Every child's

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education is critical since it is seen as a potent tool for a nation's socioeconomic progress, and it is the only method to make a significant difference in each person's life. The Education Decree of 1863 established the Superior Commission of Primary Instruction as the Department of Education. The education department underwent multiple reform initiatives in the twentieth century to better define its mandate considering shifting governments and charters. Republic Act 9155, commonly known as the Governance of Basic Education Act of 2001, established the current Department of Education and set the agency's mandate. A comprehensive reform of basic education which is the K to 12 Program was launched in the Philippines in the year 2012. The K to 12 Program covers Kindergarten and 12 years of basic education. To give students enough time to master concepts and skills, foster lifelong learners, and get them ready for tertiary education, middle-level skills development, employment, and entrepreneurship, the K-12 program consists of six years of primary education, four years of Junior High School, and two years of Senior High School. Senior High School is made up of two years of specialized upper-secondary education. Based on the student's abilities, interests, and educational options, they can select any specialization. From kindergarten through grade 12, there are a total of 13 years in the Philippines, all of which are free and compulsory, especially in public institutions. However, despite having free education, it has been observed that numerous young Filipinos have been seen to not attend school, which has led to their unemployment.

Due to its role in fostering a feeling of collective identity and purpose, education is a crucial instrument for community development. It can also aid in developing the abilities and knowledge required for people to cooperate to solve challenges of shared interest. Assuring environmental protection and conservation, advancing social equity, and fostering economic sustainability are all goals of education for sustainable development (ESD), which encourages the development of the knowledge, skills, understanding, values, and behaviors necessary to create a sustainable world. As the world's youth population keeps growing, youth empowerment has become a major cross-cutting issue for achieving all the Sustainable Development Goals.

In this regard, the study explored the factors that impact access to senior high education among youth in Upper Malubog, Manticao, and Misamis Oriental by going through the out-of-school youth's perspectives on dropping out of school or not proceeding to senior high school and the school's challenges that hinder it from offering senior high school. In line with this, the researchers were particularly interested in this study since it has the potential to entice the Department of Education in giving answers to the growing number of out-of-school youth.

2. Literature Review

World Health Organization identifies Youth as individuals aged 15-24 years (World Health Organization, 2023). The world's largest generation of young people in history, numbering 1.2 billion, is present now. About 90% of the world's youth, who comprise a sizable section of the population, reside in developing nations. By 2050, the youth population in Africa, the world's youngest continent, is expected to total 830 million. Youth empowerment has emerged as a crucial cross-cutting issue for the fulfillment of all the Sustainable Development Goals as the world's youth population continues to increase (UNESCO, 2023). According to data from the UNESCO Institute for Statistics, 258 million children and teenagers are not attending school for the school year that ends in 2018. According to the UNESCO Institute for Statistics, 138 million people who aren't in school are upper secondary school age and 62 million are lower secondary school age. In contrast to the about 8% of sixth graders who do not graduate and enter seventh grade, 18% of junior high school students in the Philippines in 2018 did not move on to senior high school (Cervantes, 2018).

During the 20th century under US rule, the Philippines absorbed the American system of formal education (Tandora, 2003). The "K to 12" Program which is a comprehensive reform of basic education was launched in the Philippines in the year 2012. From then on, the Philippines is catching up with global standards in secondary education and is attaching a high value to kindergarten. According to the Department of Education, as part of the K12 program legislation in the country, the improved curriculum would provide Senior High School (SHS) graduates with the required competencies, skills, and values for both lifelong learning and employment. There are work immersion programs for grade 12, the senior high school seniors, that would help them familiarize

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themselves with the workplace and the nature of their future jobs and apply what they've learned in class to their future careers. The two extra years would have given students more experience in college life, they would also be prepared to start their own business or find a job without having a college degree (Arturo & Arturo, 2020).

Ducanes & Ocampo (2020) state that in all global efforts such as the United Nations Millennium Development Goals (MDGs) and the succeeding Sustainable Development Goals (SDGs), increasing attendance of youth in school has been the priority. Two of the SDGs' goals have a direct impact on youth education. (From the United Nations). Goal 4.4 of the SDGs states that countries should "significantly increase the number of youth and adults with relevant skills, including technical and leadership abilities This directly relates to vocational skills for employment, decent jobs, and entrepreneurship. This refers to SDG Goal 8.6, which states that countries should "significantly" reduce poverty by 2020 and reduce the proportion of youth who are not in work, education, or training." The K-12 Education Program is a new education curriculum in the Philippines that advances students' abilities and concepts from several threads to get them ready for tertiary education and demonstrate their capacity as lifelong learners. However, there are several issues with its implementation. According to research results, students think the new curriculum is a heavy burden, with the main difficulties having longer high school years, receiving no help, and learning resources. According to the Philippine Statistics Authority (2014), the reasons for nonparticipation in schools are employment, high cost of education, lack of personal interest, family matters, and early marriage. Based on PSA APIS 2014, approximately 533,000 high school-age youth, comprised of 68% males and 32% females, were not enrolled in 2014. Among the seventeen regions, Central Luzon had the highest number of non-enrollees.

Nonparticipation in secondary education has an impact on the preparation of young people to imagine and plan for their future. The Organization for Economic Co-operation and Development (OECD) (1998) encourages the government to develop laws that could significantly affect how well young people are prepared for the workforce and meaningful economic engagement. There is no denying education's significance for both individual and national development. This is so because a highly educated people resource is necessary for a country to prosper. Education is seen as a tool for social development since it has been used by people as a socio-economic development tool. The improvement of educational processes and student performance is a major focus of national resource allocation. One cannot overstate the importance of education in today's culture. A society's degree of discipline and civilization rises in direct proportion to its population's level of education (UNESCO, 2015). Yeboah Appiagyei et al. (2014) affirm that environmental influences unquestionably have an impact on student's academic progress. Three categories of environmental factors are described, with quality of life acting as a mediator: infrastructure and services; pollution; a healthy environment; and environmental hazards. Academic achievement is said to be impacted by access to infrastructure and environmental services.

One of the likely explanations is living in isolated places, as the great majority of the country's population lives in rural areas and on islands. The remoteness of a location may cause inhabitants to be ignorant of initiatives that provide free tuition. Like other developing nations throughout the world, it has been demonstrated that they have increased their investment in rural regions, notably in literacy, primary education, vocational training, and livelihood programs (Shrestha, 2007). Environmental aspects of the school, such as the facilities provided learning materials in school are said to have an impact on dropout as they impact how students access education (MOE, 2008). It has been proven that, among these contextual elements, low socioeconomic class and a rural upbringing contribute to student dropout; that, in addition to strained relationships with instructors, large class sizes, poor academic standards, and a hostile learning environment motivate students to leave school. Dropouts themselves list a range of reasons for leaving school, such as family obligations, employment obligations, and academic obligations (Bridgeland, DiIulio Jr., & Rotermund (2007) and Morison (2006). The most common reasons given for dropping out by 2002 tenth graders were "missed too many school days" which is 44%; "thought it would be easier to get a GED", 41%; "getting poor grades/failing school", 38 %; "did not like school" 37%; and "could not keep up with schoolwork" 32%.

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Students' behavior and academic achievement are both influenced by their beliefs, values, and attitudes. These psychological elements include students' motivation, values, aspirations, and a variety of self-perceptions regarding their skills and identities. These elements alter throughout time because of the biological and developmental phases that students go through, with early adolescence and the emergence of sexuality being one of the most significant and frequently the most challenging times for many students. For some youth, the early-adolescent years mark the beginning of a downward spiral leading to academic failure and school dropout. Some early adolescents see their school grades decline markedly when they enter junior high school, along with their interest in school, intrinsic motivation, and confidence in their intellectual abilities. Negative responses to school increase as well, as youngsters become more prone to test anxiety, learned helplessness, and self-consciousness that impedes concentration on learning tasks (Eccles, 1999).

H_o1: There is no significant relationship between the demographics and socio-economic profile of the respondents and the status of youth qualified to enroll for senior high school.

H_o2: There is no significant relationship between the demographics and socio-economic profile of the respondents and the factors associated with their access to senior high education.

3. Research Method and Materials

The nature of this study is a mixed-method research study. Instead of attempting to infer cause and effect correlations, the aim of descriptive correlational research is to characterize the relationship between variables. A quantitative study was employed to describe the demographic and socio-economic profile of the respondents and the factors that affect youth access to senior high education. Quantitative approaches place a strong emphasis on precise measurements and the statistical, mathematical, or numerical analysis of information gathered through surveys, polls, and other forms of data collection. The researchers employed descriptive-correlational research to infer cause and effect correlations. The aim of descriptive-correlational research is to characterize relationships between variables. However, a qualitative study was also employed to explore the challenges of the school that hinders it in offering senior high school and to identify the suggestions and recommendations of respondents to improve access to senior high education.

The locale of the study is Upper Malubog, one of the rural communities in Manticao, Misamis Oriental. Upper Malubog is one of the hinterland barangays of Manticao. It is flanked to the north by the municipalities of Alubijid and Naawan, to the east by the municipality of Opol, to the west by the municipality of Balintad, and to the south by the municipality of Mahayahay. The community's major source of income is farming, and the crops they often raise include maize, banana, coconut, and abaca. The barangay covers 1,281.43 hectares and is located 25 kilometers from Poblacion, taking one and a half hours to travel by motorbike. The cost of transportation back and forth from Poblacion to Upper Malubog is seven hundred pesos (P700). The road to the barangay is concrete, however, after you get to Purok 1-A Sagyawan, the route to the other puroks is quite rocky and treacherous during the rainy season. The area is likewise surrounded by forests and mountains, and the signal can only be seen from Purok 4- Malibato. With the secondary data gathered during the practicum, which is from the barangay profile, there were a total of 156 households with 752 total population in the community. There was a health center available in the community, a primary school which is Dunque Primary School which offers kindergarten to grade 4, and an integrated school, Malibato Integrated School which offers kindergarten to grade 10. The nearest school to Upper Malubog with a senior high school is in barangay Cabalantian, which is over an hour away by motorbike.

Barangay Upper Malubog has an estimated 752 total population. There were 189 youth in the barangay, ranging in age from 15 to 30. There are 156 students registered in Malibato Integrated School as a whole. The out-of-school youth is one of the sectors in the community that is not mostly seen due to their inactivity. The respondents are the out-of-school youth who are qualified to enroll for senior high school who did not proceed or dropped out of senior high school and who were living with their parents. There are forty-three (43) youth qualified to enroll for senior high school and thirty (30) of them are out-of-school youth.

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During the researchers' four months practicum in the barangay, initial data was gathered to identify and profile the status of the out-of-school youth. Before conducting the survey, the researchers delivered a formal letter to the barangay chairperson to formally ask permission to survey to get the desired data. A formal letter is also addressed to the school head of Malibato Integrated School to ask permission in including the high school teachers to gather information to support the study. The researchers provided a consent letter to the respondents stating that they are willing to participate in the study. They also provided a parent's consent form for respondents under the age of 18 to sign, stating that they are allowing their kid to participate in the study and that any reluctance to answer would be respected. During the scheduled interviews, the researchers stated the confidentiality of whatever is going to unfold, the purpose of the study, and why they were chosen as respondents. The method that the researchers used is the interview schedule. They used complete enumeration where they picked all the out-of-school youth, or the dropouts qualified to enroll for senior high school. They utilized an interview schedule in gathering the data, an audio recorder, and a camera for photo documentation. To support the study, the researchers conducted a Key Informant Interview with the teachers in Upper Malubog about the challenges of the school that hinders it in offering senior high school. They selected the high school teachers of Malibato Integrated School.

The essential tool of this study is an interview schedule which is adopted and modified from "Factors Affecting Youth's Decision to Drop Out of School in Barangay Pacalundo, Balo-I, Lanao del Norte, by Tomie et.al". It was composed of three parts. Part one (1) is the demographic and socio-economic profile of the respondents such as age, sex affiliation, religious affiliation, highest educational attainment, father's highest educational attainment, mother's highest educational attainment, parent's sources of income, parent's monthly income, household size, number of siblings, farm ownership, and size of farm. Part two (2) is to identify the factors affecting youth access to senior high education. And part three (3) is to determine the respondents' main reason for dropping out or for not enrolling in Senior High School and their suggestions and recommendations to improve access to senior high education. The researchers also did a profiling to identify the status of youth qualified to enroll for senior high school. For the Key Informant Interview, the researchers prepared guided questions for the informants to answer. In order to maintain confidentiality, the researchers stored the completed questionnaires in a secure location that only they could access. The quantitative information that was collected was collated in an excel spreadsheet, and descriptive statistics like frequency counts, percentages, and measures of central tendency (weighted mean) were used to examine it. One-Way ANOVA was also used to analyze the hypotheses; The formula of the descriptive statistics is:

Where:
P= Percentage
F= Frequency
N= Number of Respondents
100= Constant
Weighted Mean (μ) = $\sum$ [x . P (X=x)]

Table 1. Range Interval Judment

Scale	Range of Interval	Qualitative Description
4	3.26- 4.00	Strongly Agree
3	2.51- 3.25	Agree
2	1.76-2.50	Disagree
1	1.00- 1.75	Strongly Disagree

While the data that were gathered through the key informant interview were transcribed and analyzed using Braun and Clarke's thematic analysis. Through this, the researchers used themes to address the research questions. The researchers used the following steps by Braun and Clarke (2006):

1. Familiarization
2. Coding

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3. Generating Themes
4. Reviewing the Themes
5. Defining and Naming Themes
6. Writing Up

Descriptive statistics were used to quantify the frequency counts and percentages of the responses of the respondents of Upper Malubog such as age, sex affliation, religious affiliation, highest educational attainment, father's highest educational attainment, mother's highest educational attainment, parents' source of income, parents' monthly income, household size, number of siblings, land ownership, and size of farm. The same method was be used to determine the factors that affect the youth's access to senior high education. And One-Way ANOVA was used to test the hypothesis of the study. Thematic analysis is the process of identifying patterns and themes and it was also used in identifying the respondents' main reasons for dropping out or for not enrolling in Senior High School and the suggestions and recommendations to improve access to senior high education.

4. Results and Discussion

4.1. Result

The Respondents' Demographic and Socio-Economic Profile is geared toward answers to question no. 1 of the Statement of the Problem, "What is the demographic and socio-economic profile of the respondents in terms of: 1.1 Age; 1.2 Sex Affiliation; 1.3 Religious Affiliation; 1.4 Respondent's Highest Educational Attainment; 1.5 Father's Highest Educational Attainment; 1.6 Mother's Highest Educational Attainment; 1.7 Parents' Source of Income; 1.8 Parents' Monthly Income; 1.9 Household Size; 1.10 Number of Siblings; 1.11 Farm Ownership; and 1.12 Size of Farm?"

Age

Age is grouped into four (4) intervals with corresponding frequency and percent distribution as reflected in the table shown below.

Table 2. Distribution of the Respondents' Age

Age (years)	Frequency (*f*)	Percent (%)
15-18	16	53.3
19-22	9	30.0
23-26	3	10.0
27-30	2	6.7
Total	**30**	**100**

Source: Interview Schedule

Table 2 revealed the frequency and percentage distribution of the respondents' age. Sixteen (16), or 53.3% of the respondents belong to the age bracket 15-18 years old; nine (9), or 30% of the respondents belong to the age bracket 19-22, three (3), or 10% of the respondents belong to the age bracket 23-26, and two (2), or 6.7% of the respondents belong to the age bracket 27-30. This implies that most of the respondents are between 15-18 years old.

Sex Affiliation

As tabulated in Table 3, sex Affiliation is categorized into male and female and quantified through frequency and percent equivalents.

Table 3. Distribution of the Respondents' Sex Affiliation

Sex Affiliation	Frequency (f)	Percent (%)
Female	15	50.0
Male	15	50.0
Total	**30**	**100**

Source: Interview Schedule.

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From among the 30 respondents (refer to Table 2): the same number of females (15, 50.0%) and males (15, 50.0%) are exposed to both frequency and percentage distributions. Therefore, females and males are considered equal when sex affiliation is considered.

Religious Affiliation

As tabulated in table 4, Religious Affiliation is categorized into three (3) provided with frequency and percent equivalents for description and analysis.

Table 4. Distribution of the Respondents' Religious Affiliation

Religious Affiliation	Frequency (f)	Percent (%)
Roman Catholic	20	66.7
Kristohanon	7	23.3
Seventh Day Adventist	3	10.0
Total	**30**	**100**

Source: Interview Schedule.

Table 4 revealed the frequency and percentage distribution in terms of respondents' religious affiliation. Twenty (20), or 66.7% of the respondents are Roman Catholic, seven (7) or 23.3% are Kristohanon, and three (3), or 10% are Seventh Day Adventists (SDA). This implies that most of the respondents are Roman Catholic.

Respondent's Highest Educational Attainment

As tabulated in the table shown on the next page, the Respondents' highest educational attainment is categorized into three (3) through frequency and percent equivalents for description and analysis.

Table 5. Distribution of the Respondents' Highest Educational Attainment

Highest Educational Attainment	Frequency (f)	Percent (%)
Grade10	20	66.7
Grade 11	8	26.7
High School Graduate	2	6.7
Total	**30**	**100**

Source: Interview Schedule.

Table 5 revealed frequency and percentage distribution regarding the respondents' highest educational attainment. Twenty (20), or 66.7% of the respondents attained grade 10, eight (8), or 26.7% dropped out when they were in grade 11, and two (2), or 6.7% were high school graduates. This implies that most of the respondents dropped out of school after finishing grade 10 or graduating from junior high school.

Father's Highest Educational Attainment

Father's highest educational attainment is categorized into four (4) through frequency and percent equivalents for description and analysis as shown in Table 6.

Table 6. Distribution of the Father's Highest Educational Attainment

Father's Highest Educational Attainment	Frequency (f)	Percent (%)
Kinder	1	3.3
Elementary Level	23	76.7
Elementary Graduate	4	13.3
High School Graduate	2	6.7
Total	**30**	**100**

Source: Interview Schedule.

Table 6 revealed the frequency and percentage distribution regarding respondents' father's highest educational attainment. Twenty-three (23), or 76.7% of the respondents' fathers reached elementary

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level, four (4) or 13.3% of the respondents' fathers were elementary graduates, two (2), or 6.7% were high school graduates, and one (1) or 3.3% had finished kinder. This implies that most of the respondents' fathers reached elementary level.

Mother's Highest Educational Attainment

As tabulated and reflected in the table reflected below, Mother's highest educational attainment is categorized into four (4) through frequency and percent equivalents for description and analysis.

Table 7. Distribution of the Mother's Highest Educational Attainment

Mother's Highest Educational Attainment	Frequency (f)	Percent (%)
Elementary Level	14	46.7
Elementary Grad	13	43.3
High School Level	2	6.7
College Graduate	1	3.3
Total	**30**	**100**

Source: Interview Schedule.

Table 7 shows the frequency and percentage distribution of the respondents' mothers' highest educational attainment. Fourteen (14), or 46.7% of the respondents' mothers reached an elementary level, thirteen (13), or 43.3% were elementary graduates, two (2), or 6.7% reached high school level, and one (1), or 3.3% were college graduates. This implies that most of the respondent' mothers reached elementary level.

Parents' Source of Income

As tabulated in Table 8, parents' source of income is categorized into six (6) through frequency and percent equivalents for description and analysis.

Table 8. Distribution of the Parents' Source of Income

Parents' Source of Income	Frequency (f)	Percent (%)
Farming	24	80.0
Farming and Sari- sari Store	2	6.7
Farming and Construction	1	3.3
Laborer and Sari-sari Store	1	3.3
Farming and Teaching	1	3.3
None	1	3.3
Total	**30**	**100**

Source: Interview Schedule.

Table 8 shows the frequency and percentage distribution of the the respondents' parents' source of income. Twenty-four (24) or 80% of the respondents' parents' source of income is farming, and two (2) or 6.7% are farming and sari-sari store. While labor and farming, Farming and construction, and farming and teaching exposed the same frequency one (1) and percentage (3.3), and one (1) or 3.3% also answered None. None here means that the parents of the respondents don't have any source of income. This implies that most of the parents' source of income is farming.

Parents' Monthly Income

As tabulated and reflected in Table 9, parents' monthly income is categorized into three (3) through frequency and percent equivalents for description and analysis.

Table 9. Distribution of the Parents' Monthly Income

Parents' Source of Income	Frequency (f)	Percent (%)
1-5000	20	66.7
5001-10000	9	30.0
None	1	3.3
Total	**30**	**100**

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Table 9 shows the frequency and percentage distribution of the parents' monthly income. Twenty (20), or 66.7% of the respondents belonged to the parents' monthly income bracket of 1-5,000 pesos, nine (9), or 30% of the respondents belonged to the parents' monthly income bracket of 5, 001- 10, 000 and one (1), or 3.3% answered None. None here means that the parents of the respondents don't have monthly income. This simply implies that most of the respondents responded that their parents' monthly income ranges from 1- 5,000 pesos.

Household Size

Parents' source of income is categorized into six (6) through frequency and percent equivalents for description and analysis as shown in Table 10.

Table 10. Frequency and Percentage Distribution of the Household Size

Household Size	Frequency (f)	Percent (%)
2-3	1	3.3
4-5	8	26.7
6-7	10	33.3
8-9	10	33.3
10-11	1	3.3
Total	30	100

Source: Interview Schedule.

Table 10 provides the frequency and percentage distribution of respondents' household size. From among the 30 respondents (refer to Table 9): the same number of respondents with a household size bracket of 6-7 (10, or 33.3%) and household size bracket of 8-9 (10, or 33.3%) exposed both frequency and percentage distributions. Eight (8) or 26.7% of the respondents with household size brackets of 4-5. Another the same number of respondents with household size brackets of 2-3 (1, 3.3%), and household size bracket of 10-11 (1, 3.3%). This implies that most of the respondents have a household size bracket of 6-7 and 8-9.

Number of Siblings

As shown in Table 11, several siblings is categorized into four (4) through frequency and percent equivalents for description and analysis.

Table 11. Frequency and Percentage Distribution of the Number of Siblings

Number of Siblings	Frequency (f)	Percent (%)
4-6	6	20.0
1-3	18	60.0
7-9	5	16.7
10-12	1	3.3
Total	30	100

Source: Interview Schedule.

Table 11 provides the respondents' frequency and percentage distribution regarding the respondents' number of siblings. Among the 30 respondents (refer to Table 10) eighteen (18) or 60% have 4-6 siblings. Six (6) or 20% of the respondents have 1-3 siblings, five (5) or 16.7 % have 7-9 siblings, and one (1), or 3.3% have only one sibling. This implies that most of the respondents have 4-6 siblings.

Farm Ownership

The farm is categorized into three (3) through frequency and percentage equivalents for description and analysis as shown in table 12.

Table 12. Frequency and Percentage Distribution of the Farm Ownership

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Farm Ownership	Frequency (f)	Percent (%)
Owner	27	90.0
Tenant	1	3.3
None	2	6.7
Total	**30**	**100**

Source: Interview Schedule.

Table 12 provides the respondents' frequency and percentage distribution regarding their farm ownership. Twenty-seven (27) or 90% of the respondents answered that they owned a farm, two (2) or 6.7% answered None and one (1) or 3.3% is a tenant. None means that the respondents' family doesn't own a farm. This simply implies that most of the respondents' families owned a farm.

Size of Farm

As tabulated in Table 13, the size of farm is categorized into three (3) through frequency and percentage equivalents for description and analysis.

Table 13. Distribution of the Respondents' Size of Farm

Size of Farm	Frequency (f)	Percent (%)
1- 2	20	66.7
3- 4	8	26.7
None	2	6.7
Total	**30**	**100**

Source: Interview Schedule.

Table 13 provides the respondents' frequency and percentage distribution regarding their farm ownership of the 30 respondents (refer to Table 1.12), twenty (20) or 66.7% have a farm hectare of 1-2, eight (8) or 26.7% have 3-4 hectares, and two or (6.7%) answered None since their family doesn't own a farm, none means they don't have a farm. Furthermore, this result simply implies that most farm owners owned 1- 2 hectares of farm.

4.2. Factors Affecting Youth Access to Senior High Education

The Factors Affecting Youth Access to Senior High Education sought to answer question no. 2 of the problem "What are factors affecting youth access to senior high education, in terms of: 2.1 School and Environmental Factor; 2.2 Economic Factor; 2.3 Family-related Factor; 2.4 Peer Factor; and 2.5 Personal Factor?"

School and Environmental Factors

School and Environmental Factor is one of the factors that impact access to senior high education. School and environmental factor refers to the internal and external conditions of the school, the school's climate, facilities, and resources and the community factors such as the distance of school to houses, the climate, resources, and other school-related, community-related, or environmental-related factors that affect the student's academic performance. Table 14 shows the frequency and percentage distribution, weighted mean, and verbal interpretation of school and environmental factors.

Table 14. Distribution of the Respondents' School and Environmental Factor

Statement	4 (SA)	3 (A)	2 (D)	1 (SD)	WM	VI
	F (%)	F (%)	F (%)	F (%)		
1. My school is too far from our house.	20 (66.7%)	10 (30.3%)	0	0	3.67	Strongly Agree
2. School materials are expensive.	5 (16.7%)	19 (63.3%)	6 (20%)	0	2.97	Agree
3. My school has no enrichment	0	11 (36.7%)	19 (63.3%)	0	2.37	Disagree

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Statement	4 (SA) F (%)	3 (A) F (%)	2 (D) F (%)	1 (SD) F (%)	WM	VI
program for slow learners.						
4. My school has no financial assistance program for students.	9 (30%)	19 (63.3%)	1 (3.33%)	1 (3.33%)	3.20	Agree
5. My school/classroom has a poor disciplinary climate among bullies and discrimination.	1 (3.33%)	3 (10%)	25 (83.3%)	1 (3.33%)	2.13	Disagree
6. My school lacks appropriate accommodations for disabled students.	0	4 (13.3%)	19 (63.3%)	7 (23.3%)	1.90	Disagree
7. My teacher is inconsiderate of my situation.	0	7 (23.3%)	22 (73.3%)	1 (3.33)	2.20	Disagree
8. My school's environment is unorganized, unclean, and not in order.	0	11 (36.7%)	18 (60%)	1 (3.33%)	2.33	Disagree
9. My school lacks safety measures for students in times of insurgency (NPA) attacks.	1 (3.33%)	24 (90%)	5 (16.7%)	0	2.87	Agree
10. My school has no flexible learning modality in the delivery of classes.	0	12 (40%)	17 (56.7%)	1 (3.33%)	2.37	Disagree
11. No public utility vehicle goes to the school because of the rough road going there.	18 (60%)	12 (40%)	0	0	3.60	Strongly Agree
12. When there's a heavy rain, road becomes slippery, and it sometimes causes landslides.	15 (50%)	14 (46.7%)	1 (3.33%)	0	3.47	Strongly Agree
13. We don't have any mode of transportation to use in going to school.	12 (40%)	16 (53.3%)	2 (6.67%)	0	3.33	Strongly Agree

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Statement	4 (SA) F (%)	3 (A) F (%)	2 (D) F (%)	1 (SD) F (%)	WM	VI
Overall Weighted Mean					**2.80**	**Agree**

Scaling: 1.00-1.75- "Strongly Disagree", 1.76-2.50- "Disagree", 2.51-3.25- "Agree", 3.26- 4.00- "Strongly Agree"

Legend: WM- Weighted Mean; VI- Verbal Interpretation

Table 14 revealed the respondents' perception regarding the School and Environmental Factors. The respondents DISAGREE with the statements, "My school has no enrichment program for slow learners.", "My school/classroom has a poor disciplinary climate among bullies and discrimination.", "My school lacks appropriate accommodations for disabled students.", "My teacher is inconsiderate of my situation.", "My school's environment is unorganized, unclean, and not in order.", and "My school has no flexible learning modality in the delivery of classes.". They AGREE to the statements, "School materials are expensive.", "My school has no financial assistance program for students.", and "My school lacks safety measures for students in times of insurgency (NPA) attacks." Finally, they STRONGLY AGREE with the statements, "My school is too far from our house.", "No public utility vehicle goes to the school because of the rough road going there.", "When there's a heavy rain, road becomes slippery, and it sometimes causes landslides.", and "We don't have any mode of transportation to use in going to school."

The overall weighted mean for School and Environmental Factors is 2.80, with an overall verbal interpretation of "AGREE". According to the researchers' observation made during their fieldwork in the community, there are lot of students who dropped out of school because of its distances to their houses and only few of the community people owns a motorcycle or any mode of transportation. In Rural communities, one of the things that hinders students from studying is the distance of the school from their homes. Two respondents said:

> "I'm tired of going to school. It is far from our home, and we also didn't have a motorcycle…Life is very hard and senior high school is far."

Economic Factor

Table 15 below shows the frequency and percentage distribution, weighted mean, and verbal interpretation of the economic factors. Economic factor refers to the financial capability or financial status of the respondents' parents that affects the youth in accessing secondary education.

Table 15. Distribution of the Respondents' Economic Factor

Statement	4 (SA) F (%)	3 (A) F (%)	2 (D) F (%)	1 (SD) F (%)	WM	VI
1. My parents are not able to work because they are persons with disability.	1 (3.33%)	1 (3.33%)	8 (26.7%)	20 (66.7%)	1.43	Strongly Disagree
2. My parents do not have stable jobs.	4 (13.3%)	20 (66.7%)	6 (20%)	0	2.93	Agree
3. My family has an enormous debt to pay, so they cannot pay my school expenses.	0	8 (26.7%)	21 (70%)	1 (3.33%)	2.23	Disagree
4. My family's priority is to buy necessities	6 (20%)	23 (76.7%)	1 (3.33%)	0	3.17	Agree

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Statement	4 (SA) F (%)	3 (A) F (%)	2 (D) F (%)	1 (SD) F (%)	WM	VI
at home, such as rice, and milk for the babies, rather than paying tuition fees.						
5. My family prioritizes medical expenses rather than school expenses.	0	2 (6.67%)	23 (76.7%	5 (16.7%)	1.90	Disagree
6. My family's breadwinner has passed away.	1 (3.33%)	1 (3.33%)	21 (70%)	7 (23.3%)	1.87	Disagree
Overall Weighted Mean					**2.55**	**Agree**

Scaling: 1.00-1.75- "Strongly Disagree", 1.76-2.50- "Disagree", 2.51-3.25- "Agree", 3.26- 4.00- "Strongly Agree"

Legend: WM- Weighted Mean; VI- Verbal Interpretation

Table 15 revealed the respondents' perception regarding the Economic Factors. The respondents STRONGLY DISAGREE with the statements, "My parents are not able to work because they are persons with disability." They DISAGREE to the statements, "My family has an enormous debt to pay, so they cannot pay my school expenses.", "My family prioritizes medical expenses rather than school expenses.", and "My family's breadwinner has passed away." Finally, the respondents AGREE to the statements, "My parents do not have stable jobs." and "My family's priority is to buy necessities at home, such as rice, and milk for the babies, rather than paying tuition fees."

The respondents were asked during the interview what are their main reasons for dropping out of school. Surprisingly, ten (10) of them stated that they lack financial support. Four of the respondents said:

> "My parents have nothing to support…We don't have money to continue studying.…We don't have money for studies since our father is already not here to support us...Can't afford because our family is having a hard time."

The overall weighted mean for the Economic Factors is 2.555, with an overall interpretation of "AGREE". According to the researchers' observations made during their fieldwork in the said community, farming is the primary source of income for the majority of the community's members, and their income cannot meet all their family's demands, particularly their children's educational needs. Financially unstable makes it difficult for young people to complete their education and drives them to drop out. Results of the Key Informant Interview show that financial problems are one of the main reasons why students dropped out of school. It also becomes one of the factors that impact youth's access to higher education. informants answered that one of the reasons why high school graduates from Malibato Integrated School don't proceed to senior high school is the lack of Financial Support. Two informants said:

> "Financial problem and then distance of school. First reason is the financial problem, for example, when we say senior high, it's like its approaching to college level you need projects, you'll need money to continue studying. It's very far here, although there are nearby, the problem is the parents' support. So, if you're a student who really wants to study, you will strive on your own. Before you'll got it, you need to work first because no one will support you." -A 36-year-old male informant.

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"Possible reasons are the financial. The financial ability problemsinformant.t family, lack of parents' support to continue studying." -A 43-year-old male informant

Family-Related Factor

Table 16 shows the frequency and percentage distribution, weighted mean, and verbal interpretation of family-related factors. Family-related factors refer to the family issues or problems that can affect students' decision to stop schooling.

Table 16. Distribution of the Respondents' Family-related Factor

Statement	4 (SA) F (%)	3 (A) F (%)	2 (D) F (%)	1 (SD) F (%)	VM	VI
1. My parents are not in a good relationship or separated.	0	0	15 (50%)	15 (50%)	1.50	Strongly Disagree
2. My family is not supportive of my schooling.	0	8 (26.7%)	20 (66.7%)	2 (6.67%)	2.20	Disagree
3. My parents' expectations of me are too much to handle.	0	4 (13.3%)	26 (86.7%)	0	2.13	Disagree
4. My family cannot prioritize my studies because they prefer to prioritize my other siblings' studies.	0	4 (13.3%)	23 (76.7%)	3 (10%)	2.03	Disagree
5. My family does not have good communication among family members about managing problems/issues.	0	12 (40%)	16 (53.3%)	2 (6.67%)	2.33	Disagree
6. My family chose to let me help in the farm rather than let me study.	3 (10%)	13 (43.3%)	11 (36.7%)	3 (10%)	2.53	Agree
7. My parents neglect my needs and concerns.	0	9 (30%)	18 (60%)	3 (10%)	2.20	Disagree
8. My family/parents always say offensive remarks that hurt my feelings.	0	7 (23.3%)	17 (56.7%)	6 (20%)	2.03	Disagree
9. My parents' priority is to provide our daily food.	11 (36.7%)	17 (56.7%)	2 (6.67%)	0	3.30	Strongly Agree

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Statement	4 (SA) F (%)	3 (A) F (%)	2 (D) F (%)	1 (SD) F (%)	VM	VI
10. My parents' monthly income is not enough to support my studies.	14 (46.7%)	14 (46.7%)	2 (6.67%)	0	3.40	Strongly Agree
Overall Weighted Mean					**2.37**	**Disagree**

Scaling: 1.00-1.75- "Strongly Disagree", 1.76-2.50- "Disagree", 2.51-3.25- "Agree", 3.26- 4.00- "Strongly Agree"

Legend: WM- Weighted Mean; VI- Verbal Interpretation

Table 16 revealed the respondents' perception regarding Family-related Factors. The respondents STRONGLY DISAGREE with the statements, "My parents are not in a good relationship or separated." They DISAGREE with the statement, "My family is not supportive of my schooling.", "My parents' expectations of me are too much to handle.", "My family cannot prioritize my studies because they prefer to prioritize my other siblings' studies.", "My family does not have good communication among family members about managing problems/issues.", "My parents neglect my needs and concerns.", and "My family/parents always say offensive remarks that hurt my feelings.". They AGREE to the statement, "My family chose to let me help on the farm rather than let me study." finally, the respondents STRONGLY AGREE to the statements, "My parents' priority is to provide our daily food.", and "My parents' monthly income is not enough to support my studies."

The overall weighted mean for Family-related Factors is 2.365, with an overall interpretation of "DISAGREE". According to the researchers' observation made during their fieldwork in the relevant area, most of the families of the respondents are not supportive of their studies because they need to prioritize their daily needs, especially their food. This drives other students to drop out of school to help their parents earn for their families. Results of the Key Informant Interview show that the lack of parents' support is one of the main reasons why students are not motivated to continue studying. One informant said:

> "When you are not motivated because your parents won't support you. So, in yourself, okay, this will be my life, I'll just work. I won't study anymore…. Support from the parents, maybe it's one because some of them would say "Ma'am I won't study anymore because my parents don't want me to continue studying… So, it's the support from the parents and financial." -A 25-year-old female informant

Peer Factor

Table 17 shows the frequency and percentage distribution, weighted mean, and verbal interpretation of the peer factors. Peer factor refers to the peer pressure or influence the youth gets from his/her friends that affects his decision to stop schooling.

Table 17. Distribution of the Respondents' Peer Factor

Statement	4 (SA) F (%)	3 (A) F (%)	2 (D) F (%)	1 (SD) F (%)	WM	VI
1. I was influenced by my friends to stop schooling.	0	8 (26.7%)	19 (63.3%)	3 (10%)	2.17	Disagree
2. I often get bullied at school.	0	0	24 (80%)	6 (20%)	1.80	Disagree
3. I was influenced by the bad	0	9 (30%)	15 (50%)	6 (20%)	2.10	Disagree

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Statement	4 (SA) F (%)	3 (A) F (%)	2 (D) F (%)	1 (SD) F (%)	WM	VI
attitudes (e.g., cutting classes) of my friends.						
Overall Weighted Mean					**2.02**	**Disagree**

Scaling: 1.00-1.75- "Strongly Disagree", 1.76-2.50- "Disagree", 2.51-3.25- "Agree", 3.26- 4.00- "Strongly Agree"

Legend: WM- Weighted Mean; VI- Verbal Interpretation

Table 17 revealed the respondents' perception regarding the Peer Factors. They DISAGREED to the statements, "I was influenced by my friends to stop schooling", "I often get bullied at school", and "I was influenced by the bad attitudes (e.g., cutting classes) of my friends". There are several reasons why dropouts choose not to complete their education. Some students leave school because they get bored, miss too many days, can't make up the work, spend time with people who aren't interested in school, have too much freedom and not enough rules in their lives, perform poorly on academic tests, become pregnant or parents, (Azzam, 2007). The overall weighted mean for Peer Factors is 2.023, with an overall interpretation of "DISAGREE". According to the researchers' observations made during their fieldwork in the area, the out-of-school youth there were not practicing bad attitudes and habits such as drinking alcohol or cutting classes. Also, there are no fraternities or sororities present in the area. The only group that is present in the area is the CAFGU, which helps protect the community.

Personal Factor

Table 18 shows the frequency and percentage distribution, weighted mean, and verbal interpretation of the personal factors. Personal factor refers to the individual or personal situation and reason that affect and influence the respondents not to continue to their studies.

Table 18. Distribution of the Respondents' Personal Factor

Statement	4 (SA) F (%)	3 (A) F (%)	2 (D) F (%)	1 (SD) F (%)	WM	VI
1. I am a person with disability.	0	1 (3.33%)	9 (30%)	20 (66.7%)	1.37	Strongly Disagree
2. I got got married at an early age.	10 (33.3%)	6 (20%)	8 (26.7%)	6 (20%)	2.67	Agree
3. I have child to prioritize rather than my studies.	4 (13.3%)	8 (26.7%)	10 (33.3%)	8 (26.7%)	2.27	Disagree
4. I dropped out because I am too old for my level in school.	0	1 (3.33%)	27 (90%)	2 (6.67%)	1.97	Disagree
5. I have social anxiety that causes me to get anxious around many people.	1 (3.33%)	2 (6.67%)	25 (83.3%)	2 (6.67%)	2.07	Disagree
6. I have no interest in pursuing my studies.	3 (10%)	19 (63.3%)	8 (26.7%)	0	2.83	Agree
7. I cannot handle the	0	12 (40%)	17 (56.7%)	1 (3.33%)	2.37	Disagree

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Statement	4 (SA) F (%)	3 (A) F (%)	2 (D) F (%)	1 (SD) F (%)	WM	VI
stress and pressure of school requirements.						
8. I chose to work to save money for my future studies.	1 (3.33%)	12 (40%)	17 (56.7%)	0	2.47	Disagree
9. I chose to work to help my family.	3 (10%)	16 (53.3%)	11 (36.7%)	0	2.73	Agree
10. I chose to take care of one of my sick family members.	0	0	15 (50%)	15 (50%)	1.50	Strongly Disagree
11. I am emotionally disturbed.	0	10 (33.3%)	17 (56.7%)	3 (10%)	2.23	Disagree
Overall Weighted Mean					**2.23**	**Disagree**

Scaling: 1.00-1.75- "Strongly Disagree", 1.76-2.50- "Disagree", 2.51-3.25- "Agree", 3.26- 4.00- "Strongly Agree"

Legend: WM- Weighted Mean; VI- Verbal Interpretation

Table 18 revealed the respondents' perception in terms of Personal Factors. They "STRONGLY DISAGREE" to the statements, "I am a person with a disability" and "I chose to take care of one of my sick family members.". They "DISAGREE" to the statements, "I have a child to prioritize rather than my studies.", "I dropped out because I am too old for my level in school.", "I have social anxiety that causes me to get anxious around many people.", "I cannot handle the stress and pressure of school requirements.", "I chose to work to save money for my future studies.", "I am emotionally disturbed.". Finally, the respondents "AGREE" to the statements, "I got married at an early age.", "I have no interest in pursuing my studies.", and "I chose to work to help my family." Some respondents answered that they've dropped out of school because of early marriage. Eleven out of thirty answered that they dropped out because of early marriage and most cases of early marriage led to early pregnancy. Two respondents said that:

> "I got married early because I don't want to study anymore, and I already have a child …I stopped studying because I got pregnant, and I got married early."

Getting married early is one of the reasons why youth dropped out of school and most of them thought that it is the only solution to their financial problem since getting married, their partners will help provide for the family's daily needs. However, getting married early leads to early pregnancy which also drives out poverty. One respondent said that she got married early because her father always wants her to work instead of studying. Some of the respondents' second reason for dropping out is the loss of interest in studying. However, few of them said that losing interest in studying is their main reason for dropping out. Some of the respondents said:

> "I looked for a job because I'm tired of studying. Also, to help my parents…I stopped going to school before because it's tiring to study. I used to be a idle but right now I worked here…I don't want to go to school because its tiring."

One of the primary causes for the high number of dropouts in the Philippines is a person's loss of interest in education. Most of them said that getting to school is exhausting, especially if you haven't

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eaten or if you don't have any transportation to ride to school. One of the participants stated that she was weary of studying and decided to marry instead. The second most often cited reason given by respondents that contributes to youth quitting school or failing to finish senior high school is a lack of financial assistance. Two out of thirty respondents stated that they dropped out of school to work to help their family and to provide for their needs. They said:

> "I dropped out of school to work…I got tired studying; I'm just working right now."

The overall weighted mean of Personal Factors is 2.225, with an overall interpretation of "DISAGREE". According to the researchers' observation made during their fieldwork in the said community, most youth leave school to seek employment mostly due to poverty. Stories have been shared by some of the participants that they stopped studying to help their family in the farm or to look for a job such as construction worker so they could provide for their family's daily needs. Results of the Key Informant Interview show that reading ability and lack of interest to study are the reasons why students don't proceed to senior high school.

Reading Ability

Reading ability is one of the skills students should learn and master to complete a grade level. One informant said:

> "Our challenges here, number one is the reading level of the child, because after the pandemic, I struggled a bit in the reading ability of the children because some of them were in the frustration level during our Fail Area Assessment." -A 43-year-old male informant

For the teachers, if the student fails in reading ability assessments, they cannot let the student pass the grade and it is very hard for them to do that.

Lack of Interest

The informants also answered that lack of interest is one of the possible reasons why high school graduates from Malibato don't proceed to senior high school.

> "They are not interested in pursuing senior high school because they want to work, and they'll have compensation. Others want to help their parents, but some of them will still proceed. Maybe they're not interested. The others, because if others are interested, they will proceed, are online like AVCA. Maybe others are not interested and already worked. Maybe they are also lacking in, that's what they want, some of them. There's a time that I interview "Te why he/she didn't continue studying? Because they want to be able to buy what they want like cell phones. Then their interest. Sometimes, there are others, especially here are contented, like "I'll just stay here, we'll just do farming." -A 31-year-old male informant and a 26-year-old female informant.

Losing interest in studies is another reason why most students dropped out of school. However, are informant sons needed to explore as to why students lose interest in their studies.

Early Marriage

Lastly, early marriage is one of the identified reasons for students not proceeding to senior high school. One informant said:

> "Possible reasons are the financial. The financial ability problems of the family, lack of parents' support to continue studying, and early marriage or teenage pregnancy." -A 43-year-old male informant

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Early marriage leads to early pregnancy, this reason was mentioned by the informant, but it was not explained in a detailed manner. What is mostly seen by people is that economic factors are the main reasons why youth dropped out of school or have a higher impact on youth's access to senior high school, but the results of the data gathered show that economic and school and environmental factors influenced the most.

Respondents' Status to Pursue Senior High School Education

The Respondents' Status to Pursue Senior High School Education sought to answer question no. 3 of the problem "What is the status of the respondents to pursue senior high school education?" The entry on this regard is presented in the table presented on the next page.

Table 19. Distribution of the Respondents' Status to Qualify Senior High School Education

Respondents' Status to Qualify Senior High School Education	Status Label	Frequency	Percent (%)
Grade 10	Regular	20	66.7
Grade 11	Irregular	2	6.7
High School Graduate	Regular	8	26.7
Total		30	100

Source: Interview Schedule

Table 19 shows that twenty (20) or 66.7% (Grade 10) of the respondents and eight (8) or 26.7% (High school Graduate) were regular students while nine (2) or 6.7% (Grade 11) were irregular students. This simply implies that most of the respondents were regular students.

4.3. Challenges of the School that Hinders Offering of Senior High School

Results of the Key Informant Interview shows that lacking number of enrollees, lack of building and school facilities, distance of the school and armed conflict are the challenges of the school that hinders it in offering senior high school as well as the factors that impact youth's access to senior high education.

Lacking Number of Enrollees

The number one challenge of the school that hinders it in offering a senior high school is the lacking number of enrollees. The informants said that establishing a senior high school or offering a senior high school depends on the number of enrollees. Two of the informants said:

> "Senior high school cannot be established if we lack number of enrollees." -A 36-year-old male informant

> "If senior high, it's the enrollment. It's the first. Even adding teachers, it depends on the students' enrollment. For example, grade 10, if there are only few, there is a possibility that it will not be establish. So that's it, enrollment of the school. If there are a lot who will enroll for senior high, it is possible that they will offer it here." -A 25-year-old female informant

Lack of Buildings and School Facilities

The informants answered that the school lacks buildings and school facilities. One informant said:

> "Lack of building. There are no buildings here. Then support from the main because we always ask establishment of building but still nothing. Even the other grades don't have classrooms." -A 25-year-old female informant

> "The common challenges here, are school buildings which is the most common. There are also other factors, the number of enrollees is also very

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> small. Then, what are still other factors? School buildings are one factor, but it will go through a process because it needs a lot of process that's why they can't built, senior high school here." -A 43-year-old male informant

The reason why Malibato Integrated School lacks access to school facilities is because they lack support from the main school. Rural areas have limited access to any government support such as buildings and facilities. Upper Malubog is one of the affected areas since they lack access to school facilities because of their distance from Poblacion. These findings support the Scarcity of Resources Theory, the basis of what we currently refer to as "economics," according to Mullainathan and Shafir, is that people demand a variety of goods but have access to a certain number of resources. We are unable to purchase whatever we want.

Distance of School

Another factor is the distance of the school from the houses of the students. Two of the informants said:

> "Challenges, one is the distance. The distance of the school, there's no signal for internet, cannot open sites. And then, the child, one of the challenges because their houses are far, like they are often absent. These are the hindrances that education cannot be delivered properly because of the challenges." -A 31-year-old male informant

> "Other factor is their absenteeism due to distance from home to school, that's the most common…Hmm Home visitation, it's hard to complete that task because their places are far. It's hard to reach out to their parents." -A 36-year-old male informant

Upper Malubog is one of the hinterland barangays of Manticao, Misamis Oriental. The distance of each puroks is quite far and it takes an hour to get to the next purok. The distance of the school affects the students' attendance and performance in school. It has been proven that, among these contextual elements, low socioeconomic class and a rural upbringing contribute to student dropout; that, in addition to strained relationships with instructors, large class sizes, poor academic standards, and a hostile learning environment motivate students to leave school.

Armed Conflict

One of the challenges of the teachers in teaching in Malibato Integrated School is the armed conflict. Two of the informants stated:

> "The first one here is armed conflict. There are sometimes, there are people, who's not residing here. It cannot be avoided because it is a forest area." -A 36-year-old male informant

> "In the environment, there are armed conflict. Sometimes, we cancel classes, and they will not be sent to school. Then of course, our safety, we're also afraid." -A 25-year-old female informant

Armed conflict arises anytime states use force against one another or when there is ongoing hostility between armed organizations outside of a state or between political authority and such groups (CARFMS-OTT, 2022). Armed conflict cannot be avoided especially in remote areas in which it becomes a challenge to the teachers in teaching in Upper Malubog. It also becomes a factor that hinders the youth in accessing proper education.

Correlation between Respondents' Demographic and Socio-Economic Profiles and Status to Qualify for Senior High School

This section sought answers on question no. 5 of the problem "Is there a significant relationship between the demographics and socio-economic profile of the respondents and the status of youth (qualified) to enroll for senior high school?" and further led to decision making of the postulated null

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hypothesis no. 1 [Ho1] "There is no significant relationship between the demographics and socio-economic profile of the respondents and the status of youth (qualified) to enroll for senior high school". The results for the statistical analyses of the compared variables were presented in the table reflected below.

Table 20. Correlation Between Respondents' Demographic and Socio-Economic Profiles and Status to Qualify For Senior High School

Demographic and Socio-Economic Profiles	Status to Qualify for Senior High School			
	(p)	(r/F)	Strength of Relationship	Decision
Age	.077	.328	Positive fair	Accept
Sex Affiliation	.702	.072	Positive Weak	Accept
Religious Affiliation	.274	.303	Positive fair	Accept
Respondent's Highest Educational Attainment	. <001	.877*	Positive Strong	Reject
Father's Highest Educational Attainment	.204	-.239	Negative Weak	Accept
Mother's Highest Educational Attainment	.894	-.025	Negative Weak	Accept
Parents' Source of Income	.365	.601	Positive Moderate	Accept
Parents' Monthly Income	.766	-.057	Negative Weak	Accept
Household Size	.656	-.085	Negative Weak	Accept
Number of Siblings	.574	-.107	Negative Weak	Accept
Farm Ownership	.691	.164	Positive Weak	Accept
Size of Farm	.985	-.003	Negative Weak	Accept

*. Correlation is significant at the 0.05 level (2-tailed). One-Way ANOVA

Legend:

Correlation Coefficient r	Interpretation
-0.25 – 0.25	No or Weak (Negative/Positive) Relationship
-0.5 to -0.25 or 0.25 to 0.5	Fair (Negative/Positive) Relationship
-0.75 to -0.5 or 0.5 to 0.75	Moderate (Negative/ Positive) Relationship
-1.0 to -0.75 or 0.75 to 1.0	Strong (Negative/Positive) Relationship

Based on the table 20 entries, the independent variables: Age established no significant (p=.077) positive weak linear correlation (r= 328) to respondents' status to qualify for senior high school; sex affiliation established no significant (p= 0.702) positive weak linear correlation (r=0.72) to respondents' status to qualify for senior high school; religious affiliation established no significant (p= .274) positive fair linear correlation (r=.303) to respondents' status to qualify for senior high school; father's highest educational attainment established no significant (p=.204) negative weak linear correlation (r= -.239) to respondents' status to qualify for senior high school; mother's highest educational attainment established no significant (p=.894) negative weak linear correlation (r= -.025) to respondents' status to qualify for senior high school; parents' source of income established no significant (p= .365) positive moderate linear correlation (r= .601) to respondents' status to qualify for senior high school; parents' monthly income established no significant (p=.766) negative weak linear correlation to respondents' status to qualify for senior high school; household size established no significant (p= .656) negative weak linear correlation (r= -.085) to respondents' status to qualify for senior high school; number of siblings established no significant (p=.574) negative weak linear correlation (r= -.107) to respondents' status to qualify for senior high school; farm ownership established no significant (p= .691) positive weak linear correlation (r= .164) to respondents' status to qualify for senior high school; and farm size established no significant (p= .985) negative weak linear correlation (r= -.003) to respondents' status to qualify for senior high school. For these exclusive findings accept Ho1 "There is no significant relationship between the respondents' demographic and socio-economic profile and the status of youth qualified to enroll for senior high school. On the other hand, respondent's highest educational attainment (p= <001) disposed significant correlations to status of youth to qualify for senior high school, hence reject Ho1 for this specific output.

Respondent's Highest Educational Attainment disposed significant (p= <001) very strong positive linear correlation (r=.877*) to Respondents' Status to Qualify for Senior High School. Meaning; an increase in respondent's highest educational attainment corresponds to an increase in the youth's

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status to qualify for senior high school education. The implication of the result then reveals that: the respondents with elevated highest educational attainment are likely to be closer to qualify for senior high school education. Therefore, Respondent's Highest Educational Attainment is a very strong positive predictor of Respondents' Status to Qualify for Senior High School Education.

Correlation between Respondents' Demographic and Socio-Economic Profiles and Factors Associated with their Access to Senior High Education

This section sought answers on question no. 6 of the problem "Is there a significant relationship between the demographics and socio-economic profile of the respondents and the factors associated with their access to senior high education?" and further led to decision making of the postulated null hypothesis no. 2 [Ho2] "There is no significant relationship between the demographics and socio-economic profile of the respondents and the factors associated with their access to senior high education". The results for the statistical analysis of the compared variables were presented in Table 21.

Table 21. Correlation between Respondents' Demographic and Socio-Economic Profile and the School and Environmental Factor

Demographic and Socio-Economic Profiles	School and Environmental Factor			
	(p)	(r/F)	Strength of Relationship	Decision
Age	.075	.329	Positive Fair	Accept
Sex Affiliation	.571	.106	Positive Weak	Accept
Religious Affiliation	.968	.048	Positive Weak	Accept
Respondent's Highest Educational Attainment	.221	-.235	Negative Fair	Accept
Father's Highest Educational Attainment	.978	.005	Positive Weak	Accept
Mother's Highest Educational Attainment	.581	-.105	Negative Weak	Accept
Parents' Source of Income	.557	.379	Positive Fair	Accept
Parents' Monthly Income	.065	-.341	Negative Fair	Accept
Household Size	.404	-.158	Negative Weak	Accept
Number of Siblings	.793	-.050	Negative Weak	Accept
Farm Ownership	.563	.203	Positive Weak	Accept
Size of Farm	.001	-.565*	Negative Moderate	Reject

*. Correlation is significant at the 0.05 level (2-tailed). One-Way ANOVA

Legend:

Correlation Coefficient r	Interpretation
-0.25 – 0.25	No or Weak (Negative/Positive) Relationship
-0.5 to -0.25 or 0.25 to 0.5	Fair (Negative/Positive) Relationship
-0.75 to -0.5 or 0.5 to 0.75	Moderate (Negative/ Positive) Relationship
-1.0 to -0.75 or 0.75 to 1.0	Strong (Negative/Positive) Relationship

Based on table 21, the independent variables: Age established no significant (p=.075) positive fair linear correlation (r= .329) to the school and environmental factors; sex affiliation established no significant (p=.571) positive weak linear correlation (r= .106) to the school and environmental factors; religious affiliation established no significant (p=.968) positive weak linear correlation (r= .048) to the school and environmental factors; respondents' highest educational attainment established no significant (p=.221) negative fair linear correlation (r= -.235) to the school and environmental factors; father's highest educational attainment established no significant (p=.978) positive weak linear correlation (r= .005) to the school and environmental factors; mother's highest educational attainment established no significant (p=.581) negative weak linear correlation (r= -.105) to the school and environmental factors; parents' source of income established no significant (p=.557) positive fair linear correlation (r= .371) to the school and environmental factors; parents' monthly income established no significant (p=.065) negative fair linear correlation (r= -.341) to the school and environmental factors; household size established no significant (p=.404) negative weak linear correlation (r= -.158) to the school and environmental factors; number of siblings established no

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significant (p=.793) negative weak linear correlation (r= -.050) to the school and environmental factors; and farm ownership established no significant (p=.563) positive weak linear correlation (r= .203) to the school and environmental factors. For these exclusive findings, the above-mentioned independent variables accept Ho2 "There is no significant relationship between the respondents' demographic and socio-economic profile and the factors associated with their access to senior high education". On the other hand, size of farm disposed significant correlations to the school and environmental factors (p=.001) associated with their access to senior high education. Size of Farm disposed significant (p=.001) negative moderate linear correlation (r= -.565). Meaning, respondents with larger farm size tend to have lower negative comments on school and environmental factors. Hence, Farm Size is a negative moderate predictor of School and Environmental Factors.

Table 22. Correlation between Respondents' Demographic and Socio-Economic Profile and the Economic Factor

Demographic and Socio-Economic Profiles	Economic Factor			
	(p)	(r/F)	Strength of Relationship	Decision
Age	.161	.262	Positive Fair	Accept
Sex Affiliation	.797	.050	Positive Weak	Accept
Religious Affiliation	.913	.085	Positive Weak	Accept
Respondent's Highest Educational Attainment	.202	-.240	Negative Weak	Accept
Father's Highest Educational Attainment	.193	.244	Positive Weak	Accept
Mother's Highest Educational Attainment	.858	-.034	Negative Weak	Accept
Parents' Source of Income	.151	.523	Positive Fair	Accept
Parents' Monthly Income	.568	-.109	Negative Weak	Accept
Household Size	.088	-.317	Negative Fair	Accept
Number of Siblings	.233	-.224	Negative Weak	Accept
Farm Ownership	.101	.395	Positive Fair	Accept
Size of Farm	.456	-.141	Negative Weak	Accept

*. Correlation is significant at the 0.05 level (2-tailed). One-Way ANOVA

Legend:

Correlation Coefficient r	Interpretation
-0.25 – 0.25	No or Weak (Negative/Positive) Relationship
-0.5 to -0.25 or 0.25 to 0.5	Fair (Negative/Positive) Relationship
-0.75 to -0.5 or 0.5 to 0.75	Moderate (Negative/ Positive) Relationship
-1.0 to -0.75 or 0.75 to 1.0	Strong (Negative/Positive) Relationship

Based on table 22, the independent variables: Age established no significant (p=.161) positive fair linear correlation (r= .262) to the economic factors; sex affiliation established no significant (p=.797) positive weak linear correlation (r= .050) to the economic factors; religious affiliation established no significant (p=.913) positive weak linear correlation (r= .085) to the economic factors; respondents' highest educational attainment established no significant (p=.202) negative weak linear correlation (r= -.240) to the economic factors; father's highest educational attainment established no significant (p=.193) positive weak linear correlation (r= .244) to the economic factors; mother's highest educational attainment established no significant (p=.858) negative weak linear correlation (r= -.034) to the economic factors; parents' source of income established no significant (p=.151) positive fair linear correlation (r=.523) to the economic factors; parents' monthly income established no significant (p=.568) negative weak linear correlation (r= -.109) to the economic factors; household size established no significant (p=.088) negative fair linear correlation (r= -.317) to the economic factors; number of siblings established no significant (p=.233) negative weak linear correlation (r= -.224) to the economic factors; farm ownership established no significant (p=.101) positive fair linear correlation (r= .395) to the economic factors; and size of farm established no significant (p=.456) negative weak linear correlation (r= -.141) to the economic factors. For these exclusive findings, the above-mentioned independent variables accept Ho2 "There is no significant relationship between the respondents' demographic and socio-economic profile and the factors associated with their access to senior high education".

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Table 23. Correlation between Respondents' Demographic and Socio-Economic Profile and the Family-related Factor

Demographic and Socio-Economic Profiles	Family-related Factor			
	(p)	(r/F)	Strength of Relationship	Decision
Age	.305	-.194	Negative Weak	Accept
Sex Affiliation	.800	.051	Positive Weak	Accept
Religious Affiliation	.160	.357	Positive Fair	Accept
Respondent's Highest Educational Attainment	.019	-.426*	Negative Moderate	Reject
Father's Highest Educational Attainment	.817	.044	Positive Weak	Accept
Mother's Highest Educational Attainment	.659	-.084	Negative Weak	Accept
Parents' Source of Income	.156	.519	Positive Moderate	Accept
Parents' Monthly Income	.153	-.267	Negative Weak	Accept
Household Size	.403	-.158	Negative Weak	Accept
Number of Siblings	.171	-.257	Negative Weak	Accept
Farm Ownership	.498	.224	Positive Weak	Accept
Size of Farm	.405	-.158	Negative Weak	Accept

*. Correlation is significant at the 0.05 level (2-tailed). One-Way ANOVA

Legend:

Correlation Coefficient r	Interpretation
-0.25 – 0.25	No or Weak (Negative/Positive) Relationship
-0.5 to -0.25 or 0.25 to 0.5	Fair (Negative/Positive) Relationship
-0.75 to -0.5 or 0.5 to 0.75	Moderate (Negative/ Positive) Relationship
-1.0 to -0.75 or 0.75 to 1.0	Strong (Negative/Positive) Relationship

Based on the entries in table 23, the independent variables: Age established no significant (p=.305) negative weak linear correlation (r= -.194) to the family-related factors; sex affiliation established no significant (p=.800) positive weak linear correlation (r= .051) to the family-related factors; religious affiliation established no significant (p=.160) positive fair linear correlation (r= .357) to the family-related factors; father's highest educational attainment established no significant (p=.817) positive weak linear correlation (r= .044) to the family-related factors; mother's highest educational attainment established no significant (p=.659) negative weak linear correlation (r= -.084) to the family-related factors; parents' source of income established no significant (p=.156) positive moderate linear correlation (r=.519) to the family-related factors; parents' monthly income established no significant (p=.153) negative weak linear correlation (r=-.265) to the family-related factors; household size established no significant (p=.403) negative weak linear correlation (r= -.158) to the family-related factors; number of siblings established no significant (p=.171) negative weak linear correlation (r= -.257) to the family-related factors; farm ownership established no significant (p=.498) positive weak linear correlation (r= .224) to the family-related factors; and size established no significant (p=.405) negative weak linear correlation (r= -.158) to the economic factors. For these exclusive findings, the above-mentioned independent variables accept Ho2 "There is no significant relationship between the respondents' demographic and socio-economic profile and the factors associated with their access to senior high education". On the other hand, respondents' highest educational attainment (p=.019) disposed significant correlations to the family-related factors, hence reject Ho2. Respondents' Highest Educational Attainment established a moderate negative linear relationship (r- -.426) to Family-related Factors. Meaning as respondents' highest educational attainment are elevated, the family-related factors negative feedback is lessened. It then follows that respondents' highest educational attainment is a moderate negative predictor of family-related factors.

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Table 23. Correlation between Respondents' Demographic and Socio-Economic Profile and the Peer Factor

Demographic and Socio-Economic Profiles	Peer Factor			
	(p)	(r/F)	Strength of Relationship	Decision
Age	.096	-.309	Negative Weak	Accept
Sex Affiliation	.168	.259	Positive Fair	Accept
Religious Affiliation	.863	.105	Positive Weak	Accept
Respondent's Highest Educational Attainment	.516	-.123	Negative Weak	Accept
Father's Highest Educational Attainment	.370	.170	Positive Weak	Accept
Mother's Highest Educational Attainment	.705	-.072	Negative Weak	Accept
Parents' Source of Income	.484	.402	Positive Fair	Accept
Parents' Monthly Income	.224	-.229	Negative Weak	Accept
Household Size	.683	-.078	Negative Weak	Accept
Number of Siblings	.907	.022	Positive Weak	Accept
Farm Ownership	.896	.090	Positive Weak	Accept
Size of Farm	.0.95	-.311	Negative Weak	Accept

*. Correlation is significant at the 0.05 level (2-tailed). One-Way ANOVA

Legend:

Correlation Coefficient r	Interpretation
-0.25 – 0.25	No or Weak (Negative/Positive) Relationship
-0.5 to -0.25 or 0.25 to 0.5	Fair (Negative/Positive) Relationship
-0.75 to -0.5 or 0.5 to 0.75	Moderate (Negative/ Positive) Relationship
-1.0 to -0.75 or 0.75 to 1.0	Strong (Negative/Positive) Relationship

Based on table 24, the independent variables: Age established no significant (p=.096) negative weak linear correlation (r= -.309) to the peer factors; sex affiliation established no significant (p=.168) positive fair linear correlation (r= .259) to the peer factors; religious affiliation established no significant (p=.863) positive weak linear correlation (r= .105) to the peer factors; respondents' highest educational attainment established no significant (p=.516) negative weak linear correlation (r= -.123) to the peer factors; father's highest educational attainment established no significant (p=.370) positive weak linear correlation (r= .170) to the peer factors; mother's highest educational attainment established no significant (p=.705) negative weak linear correlation (r= -.072) to the peer factors; parents' source of income established no significant (p=.484) positive fair linear correlation (r=.402) to the peer factors; parents' monthly income established no significant (p=.224) negative weak linear correlation (r= -.229) to the peer factors; household size established no significant (p=.683) negative weak linear correlation (r= -.078) to the peer factors; number of siblings established no significant (p=.907) positive weak linear correlation (r= .022) to the peer factors; farm ownership established no significant (p=.896) positive weak linear correlation (r= .090) to the peer factors; and size of farm established no significant (p=.095) negative weak linear correlation (r= -.311) to the peer factors. For these exclusive findings, the above-mentioned independent variables accept Ho2 "There is no significant relationship between the respondents' demographic and socio-economic profile and the factors associated with their access to senior high education".

Table 24. Correlation between Respondents' Demographic and Socio-Economic Profile and the Personal Factor

Demographic and Socio-Economic Profiles	Personal Factor			
	(p)	(r/F)	Strength of Relationship	Decision
Age	.098	.308	Positive Fair	Accept
Sex Affiliation	.056	.352	Positive Fair	Accept
Religious Affiliation	.431	.246	Positive Fair	Accept
Respondent's Highest Educational Attainment	.093	-.313	Negative Weak	Accept
Father's Highest Educational Attainment	.719	.069	Positive Weak	Accept
Mother's Highest Educational Attainment	.380	.166	Positive Weak	Accept

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Demographic and Socio-Economic Profiles	Personal Factor			
	(p)	(r/F)	Strength of Relationship	Decision
Parents' Source of Income	.640	.353	Positive Fair	Accept
Parents' Monthly Income	.210	.236	Positive Fair	Accept
Household Size	.359	-.173	Negative Weak	Accept
Number of Siblings	.481	.134	Positive Weak	Accept
Farm Ownership	.674	.170	Positive Weak	Accept
Size of Farm	.035	-.387*	Negative Weak	Reject

*. Correlation is significant at the 0.05 level (2-tailed). One-Way ANOVA

Legend:

Correlation Coefficient r	Interpretation
-0.25 – 0.25	No or Weak (Negative/Positive) Relationship
-0.5 to -0.25 or 0.25 to 0.5	Fair (Negative/Positive) Relationship
-0.75 to -0.5 or 0.5 to 0.75	Moderate (Negative/ Positive) Relationship
-1.0 to -0.75 or 0.75 to 1.0	Strong (Negative/Positive) Relationship

Based on the entries in table 25, the independent variables: Age established no significant (p=.099) positive fair linear correlation (r= .308) to the personal factors; sex affiliation established no significant (p=.056) positive fair linear correlation (r= .356) to the personal factors; religious affiliation established no significant (p=.431) positive fair linear correlation (r= .246) to the personal factors; respondents' highest educational attainment established no significant (p=.093) negative weak linear correlation (r= -.313) to the personal factors; father's highest educational attainment established no significant (p=.719) positive weak linear correlation (r= .069) to the personal factors; mother's highest educational attainment established no significant (p=.380) positive weak linear correlation (r= .166) to the personal factors; parents' source of income established no significant (p=.640) positive fair linear correlation (r=.353) to the personal factors; parents' monthly income established no significant (p=.210) positive fair linear correlation (r= .236) to the personal factors; household size established no significant (p=.359) negative weak linear correlation (r= -.173) to the personal factors; number of siblings established no significant (p=.481) positive weak linear correlation (r= .134) to the personal factors; and farm ownership established no significant (p=.674) positive weak linear correlation (r= .170) to the personal factors. For these exclusive findings, the above-mentioned independent variables accept Ho2 "There is no significant relationship between the respondents' demographic and socio-economic profile and the factors associated with their access to senior high education". On the other hand, size of farm disposed significant correlations to the personal factors (p=.035) associated with their access to senior high education. Size of Farm established a weak negative linear correlation (r= -.387) to personal factors. Meaning, respondents with larger farm size tend to have lower negative comments on personal factors. It follows that Size of Farm is a weak negative predictor of personal factors. Aside from the gathered data regarding the respondents' demographic and socio-economic profile of the respondents, respondents' suggestions, and recommendations to improve youth's access to senior high education were also gathered.

Established Senior High School

The common answers of the respondents regarding the questions of what they can suggest or recommend in improving access to senior high school, the respondents answered that there should be an establishment of senior high school, buildings or classrooms should be build, and there should be additional teachers. Four of the respondents said:

> "If they will put grade 11 and grade 12, others can study because there are lot of them who really wants to study…Hope that the government will build a school or offer senior high school here in Malibato because it is a very big help to those students who wasn't able to pursue senior high school, just like me…It is much better if senior high school will be built here, so it will be near and accessible because there are lot of people who wants to

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> study…Should build school building even though there are only few students who'll enroll, since they will eventually come back."

Due to the distance of the school, which prevents students from Upper Malubog from having access to senior high school, they believe that establishing senior high school in Upper Malubog would help improve their access to senior high education since it will be close, and they don't need to travel for almost two hours back and forth going to school that offers senior high school. This is consistent in the study of Rural School Dropouts Issues by Smink, et.al, that recommends maximizing resources through doing partnership with both private and other schools, community centers, etc. (Collins, et al., 2008) to fulfill facility needs at the community level. And to cooperate with community service groups, faith-based organizations, service agencies, and other agencies that can increase the use of school space and technology.

Financial Assistance and Public Transportation

Some of the respondents didn't answer that establishing senior high school will improve their access to senior high education, instead they answered that financial assistance and public transportation from the government can help them.

"Hope that the government can provide transportation to all of those willing to pursue senior high school in the barrio. Or if not, financial support every month for the students to have school budget can do…There will be vehicle to send us back and forth going to school in the barrio…Government should give financial support or there should be free transportation because there are no senior high school here." Some of the respondents believed that being given financial aid and having access to free public transportation would enable them to continue their education. Some of the participants' requests for financial aid may also be due to their ignorance about government programs that offer free tuition and other forms of financial aid for students, as well as their perception that senior high expenses are high.

5. Conclusion

This study entitled "Exploring the Factors that Impact Access to Senior High Education among Youth in Upper Malubog", sought to dig into the factors that impact access to senior high education among youth in the said community. This is intended to benchmark for knowing the primary factors among the study's identified factors such as school and environment, economic, family-related, peer, and personal factors. Moreover to know the status of youth qualified to enroll for senior high school, to explore the challenges of the school that hinders it in offering senior high education, to know the significant relationship between demographic and socio-economic profile of the respondents and the status of youth qualify to enroll for senior high school and the significant relationship between demographic and socio-economic profile of the respondents and the factors that impact access to senior high education, and lastly to identify the youth's suggestions and recommendations to improve their access to senior high education.

The study has six (4) variables, namely (1) Demographic and socio-economic profile of the respondents, (2) factors that affecting youth's access to senior high education which were identified based on previous studies and present factors in the locale of the study. These are (2.1) School and Environmental factor, (2.2) Economic factor, (2.3) Family-related factor, (2.4) Peer factor, and (2.5) Personal factor. Then (3) Status of youth qualified to enroll for senior high school, (4) challenges of the school that hinders it in offering senior high school, and finally (4) Respondents' suggestions and recommendations to improve their access to senior high education.

Furthermore, this study aimed to answer the following questions: (1) What is the demographic and socio-economic profile of the respondents in terms of age, sex affiliation, religious affiliation, respondent's highest educational attainment, father's highest educational attainment, mother's highest educational attainment, parents' source of income, parents' monthly income, household size, number of siblings, farm ownership, and size of farm. (2) What are the factors affecting youth access to senior high education, in terms of school and environmental factor, economic factor, family-related factor, peer factor, and personal Factor. (3) What is the status of youth qualified to enroll for senior high school? (4) What are the challenges of the school that hinders it in offering Senior High School?

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(5) Is there a significant relationship between the demographics and socio-economic profile of the respondents and the status of youth qualified to enroll for senior high school? (6) Is there a significant relationship between the demographics and socio-economic profile of the respondents and the factors associated with their access to senior high education? (7) What are the suggestions and recommendations to improve access to senior high education?

Based on the interpretation and analysis, these are the significant findings:

Out of thirty respondents, the majority of the respondents were at the age between 15-18 years old (53.5%), there were equal number of male and female respondents (50%-50%), majority of them were Roman Catholic (66.7%), majority of them grade 10 is their highest educational attainment (66.7%), majority of their fathers' highest educational attainment is on elementary level (76.7%), and majority of their mothers' highest educational attainment is also on elementary level (46.7%). Majority of the respondents' parents' source of income is farming (80%), mostly had an estimated parents' monthly income of P1- P5,000 (66.75%). Most of them had a household size of 6-7 (33.3%) and 8-9 (33.3%), have 4-6 siblings, family owns a farm (90%), and had a total of 1 hectare of farm (40%). The responses revealed that the economic and school and environmental factors influenced the most in the youth's access to senior high education. Economic factor refers to the factors that can affect and influence youth's financial status such as their parents' source of income, monthly income, etc. While the School and environmental factor refers to the internal and external conditions of the school, school's climate, facilities, and resources and the community factors such as the distance of school to houses, the climate, resources, and other school-related, community-related or environmental-related factors that affect the student's academic performance.

The study also revealed that the challenges of the school that hinders it in offering senior high education is the lacking number of enrollees, the lack of buildings and school facilities, distance of school, and armed conflict. Based on the finding's independent variables age, sex affiliation, religious affiliation, father's highest educational attainment, mother's highest educational attainment, parents' source of income, household size, number of siblings, farm ownership, and farm size established no significant relationship to status of youth qualified to enroll for senior high school. On the other hand, respondent's highest educational attainment disposed significant correlations to status of youth to qualify for senior high school, hence reject Ho1 for this specific output. Based on the findings all the demographic and socio-economic profiles of the respondents exposed no significant correlations ($p>.050$) to factors associated with access to senior high education except for correlations Respondent's Highest Educational Attainment to Family-Related Factors, Farm Size to School and Environmental Factors, and Farm Size to Personal Factors. For not significantly correlated variables, accept Ho2 but for the significantly related ones, reject Ho2. Lastly, regarding the respondents' suggestions and recommendations to improve their access to senior high education is the establishment of senior high school and the government's financial assistance and public transportation.

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