Corporate Social Responsibility Training Program of Sorsogon II Electric Cooperative for Out-Of-School Youth in Barangay Balogo, Sorsogon City

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DOI: https://dx.doi.org/10.47772/IJRISS.2026.1014MG0067

Received: 10 March 2026; Accepted: 17 March 2026; Published: 08 April 2026

ABSTRACT

This study aimed to assess the potential of Out-of-School Youth (OSY) in Barangay Balogo, Sorsogon City, to meet the technical skill requirements of Sorsogon Electric Cooperative II (SORECO II) and to develop a Corporate Social Responsibility (CSR)-driven training program that addresses the skills-to-jobs mismatch within the community. Specifically, the study determined the demographic profile of OSY in terms of age, gender, and educational attainment; assessed their readiness in communication, vocational, technical, and life skills; identified the skill requirements for lineman and meter reader positions at SORECO II; and analyzed the relationship between OSY skill readiness and job requirements. Findings revealed that most respondents were high school graduates, predominantly male, and either unemployed or engaged in low-skilled informal work. The results further indicated that OSY demonstrated moderate readiness in communication and vocational skills, showing strengths in teamwork and safety awareness but gaps in technical competencies and job-specific qualifications required for utility fieldwork. Based on these findings, the study proposed a CSR-driven training program designed to enhance technical skills, improve employability, and align the capabilities of OSY with the workforce needs of SORECO II. The proposed program offers a strategic approach to corporate social responsibility by simultaneously addressing community employment challenges and strengthening the local talent pool for sustainable socio-economic development.

Keywords: Corporate Social Responsibility (CSR)-driven training, Lineman and Meter Reader, Out-of-School Youth (OSY), Skills-to-Jobs Mismatch, Technical Competencies, Sorsogon Electric Cooperative II (Sorsogon Electric Cooperative II (SORECO II)

INTRODUCTION

The modern business landscape has irreversibly moved from a solitary concentration on profit to a broader commitment to social and environmental responsibility. This transformation is encapsulated by Corporate Social Responsibility (CSR), which is no longer a sideline activity but rather a strategic necessity that determines long-term survival and public trust (Moura-Leite, et. al., 2019), as cited in the study of (Aswani, et al. 2022). The role of business in society has evolved significantly, shifting from a focus on pure profit to a broader consideration of its social and environmental impact. This evolution is encapsulated in the concept of CSR, which has become a strategic imperative for companies seeking to achieve long-term sustainability and competitive advantage. A large body of research supports this trend; a 2024 report by the Organization for Economic Co-operation and Development (OECD) found that companies with strong environmental, social, and governance (ESG) practices commanded an 11% valuation premium over their competitors, reflecting a growing investor focus on responsible business conduct (OECD, 2024).

Further, this transition is not solely confined to investor behavior, as it is also reflected in the choices of modern consumers. Studies indicated that buyers were becoming more prepared to spend more for products and services from businesses that had a track record of having a positive social impact (Nielsen, 2015), as cited in the study of Li, et. al. (2024). Additionally, this dedication is essential for talent management since it improves a business's reputation and its capacity to draw in and keep top personnel, who are increasingly looking for meaningful work.

A fundamental component of Porter and Kramer's (2011), as cited in the study of Wei, et. al. (2020) "Creating Shared Value" (CSV) concept,*1* which promotes producing economic value in a way that also generates benefit for society, is this strategic approach which connects company success with societal well-being.

In the Philippines, the cultural idea of bayanihan places a strong emphasis on cooperation and communal collaboration and is closely linked to corporate social responsibility. This has developed into a calculated strategy where companies invest in initiatives that tackle fundamental problems like

unemployment and poverty rather than only giving money. Given the nation's ongoing economic difficulties, this change is crucial. For example, as of May 2024, the national underemployment rate was 11.9%, meaning that many Filipinos who were employed were still searching for better possibilities or more work (Philippine Statistics Authority, 2024). This demonstrates the necessity of CSR programs that emphasize job matching and skill development in order to produce more stable and superior employment.

Additionally, despite businesses increasing focus on social responsibility, a significant skills gap persists among vulnerable communities like out-of- school youth (OSY). Many of these youth lack the specialized technical and soft skills required by modern industries, which contributes to high underemployment and instability, trapping them in a cycle of poverty (International Labour Organization, 2020).

Therefore, a company's CSR initiatives must strategically provide targeted training to turn untapped human capital into a skilled and employable workforce. The Bicol Region faces a particularly challenging labor market, making CSR-driven development programs especially important. This region has a high rate of underemployment and a consistently low labor force participation rate (Philippine Statistics Authority, 2024). To promote true economic stability and raise the standard of living for Bicolanos, initiatives that tackle this skills-to-jobs mismatch are essential.

The localized manifestation of this issue in Barangay Balogo, Sorsogon City, is the primary focus of this study. Out-of-school youth (OSY) make up a sizable portion of the community's expanding population and represent a significantly untapped labor pool. The Sorsogon Electric Cooperative II (SORECO II), one of the biggest employers in the area, is always in need of technically qualified workers to cover important positions like meter reader and lineman. Likely, the limited hiring capacity of SORECO II within the local talent pool is further compounded by the absence of formal, region-specific training programs designed for these roles, which significantly hinders employment opportunities for out-of-school youth.

Moreover, this research aimed to identify a clear intersection where the business needs of SORECO II and the social needs of the Barangay Balogo community could be met simultaneously. This laid the foundation for the primary objectives of this study, which were to determine the profile of the out-of-school youth (OSY) of Barangay Balogo such as age, gender, and educational attainment; determine the skills that out-of-school youth possess; identify the relationship between the out-of-school youth skills in relation to the job requirements for lineman and meter reader positions at SORECO II;and propose a Corporate Social Responsibility (CSR)-driven training program for the out-of-school youth in Balogo. By offering a quantitative, evidence-based framework for a CSR- driven intervention that links the skill development of OSY to the specific staffing needs of SORECO II, this study holds significant value by directly addressing the localized skills-to-jobs mismatch.

Furthermore, while studies had looked at the broad advantages of CSR, they had not looked closely at the specific experiences of people who were directly impacted by a particular skills mismatch or created a training program that could be put into practice based on a mutually beneficial partnership between a major employer and the local community. Therefore, by offering a quantitative foundation for a focused skills training program, this study aimed to close this gap.

Research Objective

This study assessed the potential of Barangay Balogo's out-of-school youth (OSY) to meet the technical skill requirements of Sorsogon Electric Cooperative II (SORECO II). Specifically, it addresses the following research objectives:

1. To determine the profile of the Out-of-School Youth (OSY) of Barangay Balogo, such as age, gender, and highest educational attainment.
2. To assess the readiness of out-of-school youth (OSY) along with communication, vocational, technical, and life skills.
3. To identify the skill requirements for the available positions of Out-of-School Youth (OSY) in Sorsogon Electric Cooperative II (SORECO II).
4. To identify the relationship between the Out- of-School Youth (OSY) youth skill readiness and the skill requirements for fieldwork jobs in Sorsogon Electric Cooperative II(SORECO II).
5. To identify the profile that affects fieldwork jobs for Sorsogon Electric Cooperative II(SORECO II) between Out-of-School Youth (OSY) skills readiness in Barangay Balogo.
6. To propose a Corporate Social Responsibility (CSR) - Driven Training Program for the Out-of-School Youth (OSY) in Barangay Balogo.

Scope And Delimitation

With an objective of enhancing access to employment stability, this study focuses on a localized intervention addressing the skills gap among out- of-school youth (OSY) in Barangay Balogo, Sorsogon. The study aims to determine the profile and skills of OSY in the area and identify the relationship between these skills and the job requirements at Sorsogon Electric Cooperative II (SORECO II). Utilizing a quantitative methodology, the research will collect data through questionnaires and a skills gap analysis conducted in Barangay Balogo during October. Based on the acquired information, the study proposes a customized, Corporate Social Responsibility (CSR)-driven training program.

The study is purposefully limited to preserve manageability and focus. It is delimited to the youth population not enrolled in school within the specific geographic area of Barangay Balogo. The core focus is to bridge skill gaps by proposing a CSR-driven training model centered entirely on SORECO II's requirements for lineman and meter reader positions. Consequently, the research does not target other firms, job functions, or surrounding localities. These exclusions are justified to establish a highly effective, locally focused approach for the target population, though results may not be applicable to other industries. Furthermore, due to time and resource limitations, the scope excludes the actual implementation and evaluation of the suggested training program.

THEORETICAL FRAMEWORK

This theoretical framework covers the concepts, ideas, nature of the phenomenon, and relevant theories about the topic: (1) Human Capital Theory; (2) Signaling Theory; (3) Experiential Theory; and (4) Stakeholder Theory. Human capital theory holds that training and education increase a person's productivity and future income, viewing abilities and skills as assets that increase in value. In this study, SORECO II implements a direct investment in the human capital of the out-of-school youth (OSY) in Barangay Balogo through the proposed CSR-driven training program, expecting improved skills to provide a substantial return and result in improved employment outcomes.

Signaling Theory describes how people utilize credentials to communicate productivity and value to prospective employers in a market with information asymmetry. Because the OSY frequently lack formal credentials, the planned training program would provide a clear and compelling signal that they have gained the technical abilities required for lineman and meter reader roles. This certification serves as a third- party confirmation of competency, lowering the company's recruiting risk and giving the OSY a competitive edge over candidates without formal certification.

Experiential Learning Theory (ELT) indicates that learning is accomplished through a four-stage cycle: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation. As applied to this study, the theory ensures the program is planned to convert real-world experience into certified, employable skills through simulated technical activities. Finally, Stakeholder Theory suggests that a company's success depends on managing relationships with the local community. The program establishes a mutually beneficial relationship where SORECO II fulfills strategic and ethical obligations, generating shared value by meeting the community's need for jobs and the cooperative's need for a skilled workforce.

CONCEPTUAL FRAMEWORK

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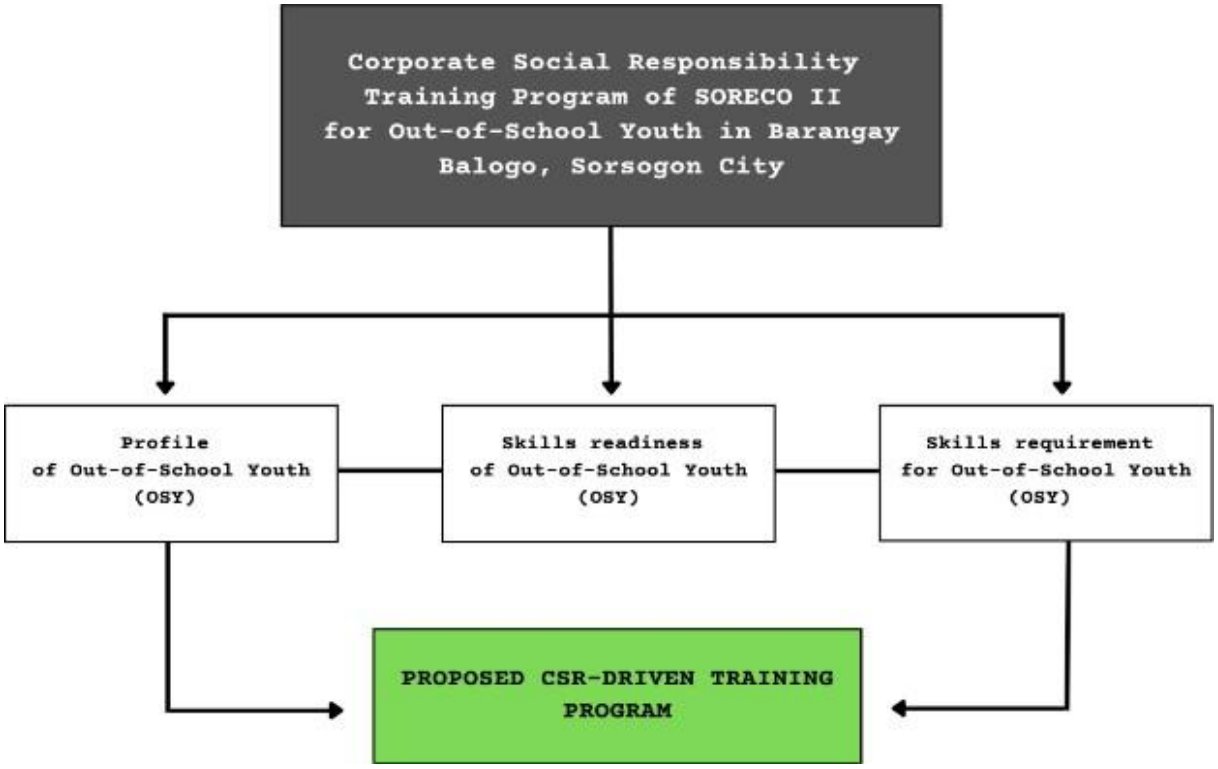

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METHODOLOGY

Research design

The study employed quantitative descriptive research design to describe and understand the profile and skills of the out- of-school youth (OSY) and determine the relationship between two variables: out-of- school youth (OSY) skills and job requirements through surveys or questionnaires to gather measurable and numerical data and proposed corporate social responsibility (CSR)-driven training programs.

Respondents

The study featured and was limited to the out-of-school youth (OSY) aged 19 to 24 years old in Barangay Balogo, Sorsogon City. This was aligned with the Sorsogon II Electric Cooperative's minimum age requirement of 19 years and the maximum age bracket defined by thePhilippine Statistics Authority (PSA) as 24 years (PSA, 2024). It follows specific qualifications for inclusion: 1) out-of- school youth (OSY) aged 19 to 24 years old (aligned with job eligibility at Sorsogon Electric Cooperative II (SORECO II), 2) Individuals currently classified as out-of- school youth based on the Philippine definition (not currently enrolled in formal education or training programs), and 3) Resident of Barangay Balogo who were identified by the Barangay office as out-of- school youth individual.

Likewise, the following exclusion criteria are: 1) Youth currently enrolled in any formal education or vocational training, 2) Individuals unable to provide informed consent due to cognitive, physical, or emotional impairments, and 3) Residents from outside Barangay Balogo.

Data analysis

The researcher used descriptive analysis to provide a clear overview of the population's characteristics. Northwest Education (2025) explained that descriptive analysis was by means of summarizing, organizing, and presenting the key characteristics of a dataset in a meaningful and clear manner. This analysis uses frequencies, percentages, means, and standard deviations to present purok-level demographic profiles, highlighting population patterns and traits to underpin all study objectives with focused data insights.

Data procedures

Preparatory. The researcher crafted letters: 1) addressed to the Barangay of Balogo requesting the total number of out-of-school youth (OSY), and 2) a letter for the respondents with the crafted consent form. The purpose of the study was clearly stated in the consent form, which the researcher would carefully explain to the respondents before they signed it.

Survey Questionnaires. The utilization of standardized and structured items in the questionnaire facilitated respondent completion. It was employed through the face-to-face survey method; that means going to the address

and letting the respondents fill out the form accordingly (also known as self- administered/self-reporting).

A paper-based method was used in this study. Hard copies of the survey were distributed in print form.

Pilot testing. Before conducting the survey, it had to be field-tested through a pilot study in order to identify problems in the design of questions,sequencing of questions, or procedure for recording responses. Piloting also provided an opportunity to establish the reliability and validity of the interview instrument (Azman, 2024).

Fielding the survey. The printed surveys were distributed to respondents in each purok of Barangay Balogo.

RESULTS AND DISCUSSION

This chapter presents the results and discussion detailing the profile and skill readiness of out-of-school youth (OSY) in Barangay Balogo. Findings reveal demographic distribution, educational background, and employment status, alongside communication, vocational, technical, and life skills. These skills were compared with requirements for Sorsogon Electric Cooperative II (SORECO II)'s lineman and meter reader positions.

Table 1

Variable	Category	Frequency	Percent
Age (in years)	19	20	30.8
	20	9	13.8
	21	13	20.0
	22	8	12.3
	23	5	7.7
	24	10	15.4
	Total	**65**	**100.0**
Sex	Male	39	60.0
	Female	26	40.0
	Total	**65**	**100.0**
Employment Status	Not employed	30	46.2
	Currently employed	35	53.8
	Total	**65**	**100.0**
Current Job	None	54	83.1
	Grill man	1	1.5
	Electronic repair servicing	1	1.5
	Training in repair of electronics	1	1.5
	Assembly of equipment	1	1.5
	Table napkin folding	1	1.5
	Laundry work	1	1.5
	House construction work	1	1.5
	Skin care/beauty services	2	3.1
	Other livelihood activity received	1	1.5
	Total	**65**	**100.0**
Educational Attainment	College level	6	9.2
	Elementary graduate	2	3.1
	Elementary level	2	3.1
	High school graduate	32	49.2
	High school level	20	30.8
	No formal education	1	1.5
	Vocational/technical course	2	3.1
	Total	**65**	**100.0**

Participation in community development/skills	Yes	25	38.5
	No	40	61.5
	Total	**65**	**100.0**

The chapter highlights significant correlations between OSY skill readiness and job suitability, identifying key factors affecting employability. Based on these results, a CSR-driven training program was proposed to address skill gaps and enhance the out-of-school youth's (OSY) potential for employment.

The 65 out-of-school youth (OSY) respondents are predominantly male (60%) and aged 19–24. High school graduates form the largest group (49.2%), followed by high school level (30.8%). Low tertiary attainment stems from financial barriers and lack of interest post-high school, as seen in Philippine out-of- school youth (OSY) data, where costs and family obligations halt progress.

A slight majority (53.8%) of OSY are employed, while 46.2% remain unemployed, reflecting significant economic activity among youth despite their absence from formal education. Among those employed, most (44.6%) hold unspecified job titles, with others engaged in low-skill roles such as electricians, mechanics, laundry, or beauty-care services. Most respondents (61.5%) have not participated in any community development or skills-training programs.

These findings suggest that the OSY respondents are predominantly young, male, and situated within lower- to mid-level educational attainment. Although many indicate they are "currently employed," their employment tends to be unstable or poorly defined.

The high proportion of high school graduates suggests basic educational attainment but a lack of specialized skills needed for more secure and better-paying jobs.

The low participation rate in community development or skills training (61.5%) suggests that well-designed CSR training programs could effectively bridge the skills-to-jobs gap locally. This aligns with human capital theory by supporting this educated yet unemployed group in becoming a productive workforce.

Future programs should prioritize skills training and livelihood assistance targeting high school graduates. Collaboration among local government units (LGUs), schools, and NGOs can facilitate accessible community-based training in technical- vocational skills, entrepreneurship, and service-oriented work to improve employability and long-term economic prospects.

Table 2 shows the communication skill readiness of out-of-school youth (OSY) in Barangay Balogo, with an overall mean of 3.49 (Moderately Ready). Respondents scored highest in cooperating as part of a team (mean 3.60, rank 1, Ready) and listening to/following leader directions

Table 2

Readiness of Out-of-school Youth (OSY) along Communication Skills			
Indicators	**Mean**	**Rank**	**Interpretation**
I can effectively listen to and follow verbal directions given by a leader or supervisor.	3.59	2	Ready
I can cooperate and work smoothly with others as part of a team.	3.60	1	Ready
I am ready to speak clearly in conversations and explain issues effectively.	3.29	4	Moderately Ready
I am ready to actively seek help or advice when I encounter a difficult problem.	3.48	3	Moderately Ready
Overall	**3.49**		**Moderately Ready**
Note: 4.51 - 5.00 = Very Ready, 3.51 - 4.50 = Ready, 2.51 -3.50 = Moderately Ready, 1.51 - 2.50 = Slightly Not Ready,1.01 - 1.50 = Not Ready			

These results suggest strong collaborative and receptive abilities essential for teamwork and task execution in vocational contexts.

Lower ratings appear in explaining issues clearly (3.29, rank 4, Moderately Ready) and actively seeking help/advice (3.48, rank 3, Moderately Ready). Challenges in expressive communication may stem from limited vocabulary or discomfort in leading discussions, potentially hindering effective problem articulation and dynamic collaboration. While OSY demonstrates a foundational ability to cooperate, moderate readiness in expressive communication could limit.

Effectiveness in roles requiring clear reporting.

These findings align with studies noting moderate self-assessments of communication skills related to work readiness. Research emphasizes the importance of practical training methods to boost employability, supporting the value of integrated Technical and Vocational Education and Training (TVET) approaches to bridge existing readiness levels.

Stakeholders like SORECO II, TESDA, and LGUs should prioritize team-building and communication modules within OSY programs. Collaborative simulations for utility line repairs, paired with post- training mentorship, can leverage current strengths for job placement in cooperative- heavy sectors like energy distribution.

Recommended strategies include audio- guided drills and supervised field shadowing at SORECO II sites to progress from moderate readiness to certified competency. Community "OSY Skills Fairs" featuring live demos and interviews could further fast- track placements while building youth confidence through public recognition and professional integration.

Table 3 presents the vocational skill readiness of out-of-school youth (OSY) in

Table 3

Readiness of Out-of-School Youth (OSY) along Vocational Skills			
Indicators	**Mean**	**Rank**	**Interpretation**
1. I can use common hand tools well such as a hammer, wrench, or measuring tape.	3.19	4	Moderately Ready
2. I have a valid Philippine Driver's License.	2.35	5	Slightly Not Ready
3. I can read and understand simple instructions or warning signs.	3.68	1	Ready
4. I am ready to learn the safe and correct use of any field equipment or machinery needed for the job.	3.32	3	Moderately Ready
5. I am ready to learn new work procedures or skills required for the job.	3.49	2	Moderately Ready
Overall	**3.21**	**Moderately Ready**	
Note: 4.51 - 5.00 = Very Ready, 3.51 - 4.50 = Ready, 2.51 - 3.50 = Moderately Ready, 1.51 - 2.50 = Slightly Not Ready, 1.01 - 1.50 = Not Ready			

Barangay Balogo, with an overall mean of 3.21 (Moderately Ready). Respondents rate highest in warning/signaling safe and correct use of tools/equipment (mean 3.68, rank 1, Ready) and willingness to learn new job procedures (3.49, rank 2, Moderately Ready). This top score highlights strong safety awareness, likely from informal exposure or innate caution, outperforming technical execution skills.

Lower scores emerge in using hand tools like hammers/wrenches/measuring tapes (3.19, rank 4, Moderately Ready) and reading/understanding simple instructions(3.32, rank 3, Moderately Ready). The lowest at 2.35 signals clear unreadiness for possessing a valid Philippine driver's licenseThis gap largely results from access barriers such as cost and documentation requirements, which are all critical for mobile utility roles like linemen and meter readers.

Strengths cluster around safety practices and learning potential, while practical hands-on skills and credentials lag. This indicates that theoretical willingness exceeds actual tool proficiency or licensure. These findings underscore vocational skill gaps akin to those observed in other regional studies where OSY lack certified technical skills in trades like welding, carpentry, or electronics despite showing potential in non-technical areas.

CSR initiatives should prioritize hands-on modules for tool mastery, basic instruction reading drills, and driver's license acquisition support. Collaborative partners such as SORECO II, TESDA, and LGUs could deploy mobile TESDA toolkits for equipment rotation and hands-on practice at SORECO II sites, complemented by video-recorded proficiency assessments to ensure OSY reach a "Ready" status for unsupervised maintenance.

It is recommended to launch a SORECO II- sponsored "Energy Futures Scholarship" with TESDA. This scholarship would cover full NC-II certification in electrical installation for OSY, providing them with real-world portfolios that enhance their prospects for permanent employment. LGU-funded provision of safety gear would furtherenable OSY to build the muscle memory critical for precise and safe fieldwork.

Table 4 Table 4 shows that out-of-school youth (OSY) rate their technical skills as overall moderately ready with a mean of 3.49. Highest readiness is in using basic cellphone/computer features (mean 3.78, Ready) and practicing safety while doing tasks (3.54, Ready).

Readiness of Out-of-School Youth (OSY) along Technical Skills			
Indicators	**Mean**	**Rank**	**Interpretatio**
1. I am ready to accurately fill out simple forms or write basic information.	3.38	4	Moderately Ready
2. I am ready to perform tasks that need high concentration and accuracy.	3.48	3	Moderately Ready
3. I am ready to use simple logic to solve everyday problems that unexpectedly happen.	3.30	6	Moderately Ready
4. I know how to use the basic features of a cellphone or computer for job-related tasks.	3.78	1	Ready
5. I always remember to practice safety and avoid risks while doing a task.	3.54	2	Ready
6. I am comfortable and able to work outdoors for long hours in different types of weather.	3.34	5	Moderately Ready
Overall	**3.49**		**Moderately Ready**
Note: 4.51 - 5.00 = Very Ready, 3.51 - 4.50 = Ready, 2.51 - 3.50 Moderately Ready, 1.51 - 2.50 = Slightly Not Read 1.01 - 1.50 = Not Ready			

This underscores widespread digital familiarity, likely from everyday smartphone use, surpassing traditional

technical skills and signaling a modern strength applicable to utility apps or GPS in field roles.

Lower scores appear in filling out forms, high-concentration tasks, simple problem-solving, and working outdoors for long hours (means 3.30–3.48). The lowest score of 3.30 for solving everyday problems logically reveals structured thinking challenges. These results indicate that while OSY are comfortable with modern technology, they lack the administrative accuracy, physical stamina, and logical resolution skills critical for lineman and meter reader roles.

This "moderately ready" status serves as a starting point, but highlights a significant need for development to meet the high- pressure demands and stringent safety standards of SORECO II. Without addressing deficits in endurance and problem-solving, OSY may struggle to move beyond cycles of instability. These findings align with global research emphasizing that a substantial skills gap endures in disadvantaged regions despite growing corporate focus on social responsibility.

Technical training must move beyond basic digital familiarity to structured practice in troubleshooting field problems and maintaining focus during repetitive tasks. Vocational certifications and focused training programs are necessary to transform this untapped human capital into employable assets. Specialized technical skills demanded by the industry require a formal, credible signal ofcompetence to meet localized job requirements and ensure long-term employability.

Partnerships with SORECO II could facilitate on-the-job training or apprenticeships, allowing trainees to apply classroom learning under the supervision of experienced engineers. Integrating social responsibility with strategic commitments can bridge the technical gap, moving OSY from moderate preparedness to specialized expertise. This comprehensive approach ensures that youth do not fall behind in an evolving job market that requires official qualifications and specialized training.

Table 5 Table 5 shows that out-of-school youth (OSY) respondents' life skills are overall moderately ready with a mean of

Indicators	Mean	Rank	Interpretation
1. I am physically strong and enduring enough to perform heavy or prolonged manual labor.	3.46	3	Moderately Ready
2. I am ready to start work on time every day and show responsibility.	5.00	1	Very Ready
3. I am ready to manage my time effectively to prioritize important tasks.	3.37	7	Moderately Ready
4. I am ready to be resilient and not easily give up when facing challenges.	3.48	2	Moderately Ready
5. I am ready to manage personal finances and income responsibly.	3.41	5.5	Moderately Ready
6. I am ready to handle stress or unexpected situations calmly and professionally.	3.42	4	Moderately Ready
7. I am ready to be honest and trustworthy with company property and data.	3.41	5.5	Moderately Ready
8. I am ready to maintain a professional appearance and personal hygiene required for work.	3.33	8	Moderately Ready
9. I am ready to make the necessary changes in my life to achieve long-term career success.	3.30	9	Moderately Ready
Overall	**3.36**	—	**Moderately Ready**

Note:

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3.36. The strongest area is punctuality and responsibility (mean 5.00, Very Ready), indicating flawless self-regulation in daily duties. This high score shows that discipline is ingrained, probably because of informal routines or survival needs, marking a clear strength in coming to work on time.

All other indicators—including physical endurance, resilience, financial management, and stress management—are only Moderately Ready (means 3.30–3.48). The lowest score of 3.30 links professional hygiene to long-term career success, suggesting OSY are only average at managing the professional appearanceand planning required for stable employment. This distribution shows that sophisticated socio-emotional skills differ significantly from fundamental workplace discipline.

OSY appear willing to show up responsibly but may struggle to cope with financial pressures and emotional challenges, indicating that their life skills are not yet robust enough for demanding fieldwork. Their "moderate" status leaves them vulnerable, as lineman roles could lead to quick burnout without stronger coping tools. These findings align with research suggesting that corporate interventions must overcome gaps in resilience to ensure long-term survival and public trust.

Sorsogon Electric Cooperative II (SORECO II) must strategically elevate these young people from "Moderately Ready" to "Highly Ready" through focused training. To maintain a dependable local workforce, CSR programs should move from separate actions to a core strategic focus. Strong Social and Governance (ESG) practices are essential to transform this group into a sustainable workforce capable of meeting high-level endurance needs.

Life-skills training should emphasize financial literacy, stress management, and pragmatic career planning while formalizing existing strengths in punctuality. Training modules should utilize realistic simulations of high-stress field conditions and include mindfulness sessions to build psychological endurance. Helping OSY build these tools through daily practice reduces burnout risks and reinforces their natural sense of responsibility for long-term career progression.

Table 6 Table 6 presents the weighted means for Sorsogon Electric Cooperative II (SORECO II) skill requirements, with an overall mean of 2.6142, falling within the "moderately skilled" range.

Skill	Weighted Mean	Rank	Interpretation
Knowledge of electrical standards and protocols	2.79	1	Moderately Skilled
Ability to use hand and power tools required for electrical repairs	2.76	2	Moderately Skilled
Ability to read and interpret electrical wiring diagrams and blueprints	2.75	3	Moderately Skilled
Ability to complete accurate documentation of repairs and reporting work done	2.60	4	Moderately Skilled
Skill in climbing poles/towers safely (PPE)	2.57	5	Moderately Skilled
Ability to perform routine maintenance on lines and equipment	2.56	6	Moderately Skilled
Knowledge of reading and recording meter readings accurately	2.56	7	Moderately Skilled
Skill in diagnosing and troubleshooting electrical faults	2.55	8	Slightly Skilled
Capacity to use handheld devices or meters for data collection	2.55	9	Moderately Skilled
Awareness of environmental conditions affecting electrical work	2.50	10	Moderately Skilled
Proficiency in following technical instructions and	2.48	11	Slightly Skilled

manuals			
Understanding of how electrical transmission and distribution systems work	2.47	12	Slightly Skilled
Overall mean (emergency repairs under stress conditions)	2.41	13	Moderately Skilled
Overall Mean	2.61	—	Moderately Skilled

Key items such as using personal protective equipment, safety standards, and operating specialized equipment fall within this band. The data reveals a disconnect between current skills and the competencies required for fieldwork, as over half of the respondents perceive a gap in their preparedness.Respondents rated highest in the ability to use hand and power tools (mean 2.79) and reading electrical wiring (2.75), indicating practical experience from informal exposure. However, these scores remain insufficient for unsupervised tasks. Skills such as doing proper paperwork and repairs (2.70) demonstrate modest readiness, while analytical areas like diagnosing faults and following technical manuals (2.42–2.55) border on "slightly skilled," revealing deficiencies in technical depth.

The lowest scores (2.41–2.48) were recorded for emergency repairs under stress, comprehension of transmission systems, and technical manual proficiency. These systemic shortcomings suggest that stress exacerbates existing instructional gaps. While a minority (41.5%) feel prepared due to previous experience, the majority require significant development in support functions like meter reading and data gathering to ensure accuracy and accountability.

These findings support Signaling Theory, suggesting that self-ratings indicating a need for improvement require formal validation. Vocational certifications are reliable indicators of specific skills and work ethic, serving as necessary signals of competence for employers. The results underscore that focused training programs are essential to convert untapped human capital into employable assets that meet specialized industry demands and localized job requirements.

Partnerships with SORECO II could facilitate apprenticeships or on-the-job training, allowing youth to apply classroom learning under the supervision of seasoned engineers. Utilizing fault-tree puzzles, device practicums, and simplified instructions through TESDA-SORECO mentorships can help OSY advance to competent troubleshooting. Such collaborations, supported by LGU incentives, are vital for bridging the gap between moderate skill levels and the specialized expertise required by the cooperative

Table 7

Table 7 presents Pearson's product-moment correlation analysis between out-of-school youth (OSY) skill readiness and SORECO II fieldwork requirements. The findings reveal that all measured domains—communication, vocational, technical, and life skills—have a moderate, positive, and statistically significant connection to job requirements ($p < 0.01$). This confirms that a well-rounded skill set directly matches the operational needs of the cooperative's workforce.

Pearson's Correlation for the Significant Relationship between the Out-of-School Youths' Skill Readiness and Skill Requirements

Skill Readiness	**Skill Requirements**	**Pearson's Correlation (r-value)**	**Significance (p-value)**	**N**
Communication Skills	Skill Requirements	0.377**	0.002	65
Vocational Skills	Skill Requirements	0.386**	0.001	65
Technical Skills	Skill Requirements	0.450**	0.000	65
Life Skills	Skill Requirements	0.384**	0.002	65

Note: **. Correlation is significant at the 0.01 level (2-tailed)

Technical skills demonstrate the most significant correlation (r=0.450, p=0.000), highlighting their paramount importance in executing electrical line operations and adhering to safety protocols. This result implies that technical readiness is a key determinant of employability in utility positions. Similarly, vocational skills (r=0.386, p=0.001) show that stronger competencies in equipment handling and work habits are essential for meeting SORECO II's operational demands.

Life skills also show a clear, positive link (r=0.384, p=0.002), emphasizing that traits like responsibility and problem-solving are vital for handling unpredictable field conditions.

Communication skills (r=0.377, p=0.002) further indicate that OSY with better interpersonal abilities are more likely to succeed in following safety rules, working with supervisors, and interacting with customers during meter reading and service delivery.

These results support the implementation of a CSR-led training program that boosts technical, vocational, communication, and life skills to make OSY more employable. Recommended initiatives include job caravans across Sorsogon municipalities where OSY can demonstrate skills in timed challenges. This approach would speed up hiring and strengthen local networks by allowing multiple employers to witness the practical abilities of the youth.

Furthermore, integrating AI-powered platforms can match OSY profiles with live SORECO vacancies while using predictive analytics to identify dropout risks. By providing targeted wellness check-ins based on these analytics, the program can maintain momentum and ensure long-term retention. Strengthening these four skill pillars ensures that the youth transition from being "moderately ready" to becoming highly capable assets within the energy distribution sector.

Table 8 Table 8 presents the Chi-Square test results examining the relationship between the profiles of out-of-school youth (OSY) and their skill readiness. The findings indicate that age, sex, and highest educational attainment have no significant relationship with communication,

Profile	Skill Readiness	Chi-Square (χ^2-value)	p-value	N	Interpretation
Age	Communication	52.985	0.857	65	Not Significant
	Vocational	121.874	0.313	65	Not Significant
	Technical	94.376	0.640	65	Not Significant
	Life Skill	139.369	0.109	65	Not Significant
Sex	Communication	14.920	0.312	65	Not Significant
	Vocational	26.042	0.299	65	Not Significant
	Technical	8.760	0.986	65	Not Significant
	Life Skill	25.119	0.399	65	Not Significant
Highest Education	Communication	36.847	0.945	65	Not Significant
	Vocational	94.813	0.400	65	Not Significant
	Technical	89.781	0.213	65	Not Significant
	Life Skill	110.714	0.145	65	Not Significant
Employment Status	Communication	12.359	0.498	65	Not Significant
	Vocational	33.078	0.050*	65	Significant
	Technical	28.393	0.100	65	Not Significant
	Life Skill	25.480	0.380	65	Not Significant

vocational, technical, or life skills ($p > 0.05$). This suggests that skill readiness remains uniformly moderate across these demographics, highlighting that skill gaps are systemic rather than driven by individual backgrounds.

However, employment status shows a significant correlation with vocational skills readiness ($\chi2=33.078$,

p=0.050). This implies that exposure to job-related activities directly improves vocational competencies. While no significant links were found for communication, technical, or life skills, the data emphasizes that active work exposure is a crucial factor in helping OSY in Balogo enhance their readiness for specific trades.

These results align with existing research finding no discernible gender or educational disparities in TVL student competence. The uniformity in perceived readiness across most profiles indicates an equal intervention potential for all subgroups. This suggests that regardless of their previous schooling or age, all OSY are starting from a similar baseline when targeting utility jobs like lineman or meter reader.

Given these findings, it is recommended to develop uniform CSR-driven training modules through SORECO II-TESDA partnerships. Since demographic differences are minimal, programs can focus on baseline assessments and experiential learning, such as simulations and mentorship, to boost readiness across the board.

These initiatives should prioritize closing the technical gaps identified as universal among the respondents.To further bridge the gap, "Shadow Shift Incentives" could be implemented, providing stipends for OSY to observe actual utility operations. Additionally, modular "Skill Equity Challenges" with LGU awards can create standardized evaluation procedures. This approach bypasses formal educational deficiencies and steers high achievers into collaborative apprenticeship pipelines, ensuring a steady flow of competent local talent.

CONCLUSION

The study concludes that the demographic profile of out-of-school youth (OSY), including age, sex, and educational attainment, does not significantly predict their skill readiness. This uniformity suggests that existing skill gaps are systemic and rooted in a lack of access to specialized training rather than individual backgrounds. While most OSY have completed high school, they remain in a cycle of unstable, low-skilled employment due to a lack of professional certifications and technical expertise required by modern industries like the energy sector.

Regarding readiness and requirements, OSY possesses strong foundational life skills—specifically punctuality and responsibility—but are only "moderately ready" in communication, vocational, and technical domains. In contrast, SORECO II requires "highly essential" technical competencies for field roles, such as power line safety and troubleshooting. The significant correlation between OSY readiness and SORECO II requirements confirms a critical technical mismatch, proving that current youth capabilities do not yet meet the rigorous operational and safety standards of the cooperative.

Ultimately, the findings emphasize that while OSY are a highly trainable population, their employment is contingent on targeted interventions. The proposed CSR-driven training program is concluded to be a vital strategic link, shifting OSY from "moderately ready" to "highly ready" assets. By focusing on technical specialization, NC-II certifications, and structured mentorship through partnerships between SORECO II,TESDA, and local government units, the program can successfully transform untapped human capital into a sustainable and skilled local workforce for the utility sector.

RECOMMENDATION

The findings of this study can further guide evidence-based interventions for out- of-school youth (OSY) skill development, applicable to similar community-utility partnerships beyond Barangay Balogo. However, this study may not cover all out- of-school youth aged 18-24, as the study focused only on Barangay Balogo, Sorsogon City, while restricting participation to ages 19-24, in line with the cooperative's minimum age requirement; yet, future studies may increase the number of respondents from across the locality and create sustainable socio-economic development initiatives that strengthen the local talent pool.

ACKNOWLEDGEMENT

Completing this Master’s degree while navigating my professional responsibilities has been a rewarding challenge. I am deeply grateful to the following individuals and organizations for their invaluable contributions

to this thesis:

Dr. Salvador Arcilla, Chairman of the Panel and my statistician, for his expert guidance and for helping me navigate the complexities of this research.

Dr. Maria Alida A. Mores and Mr. Gil Jose S. Sarte, CPA, MBA, for serving as members of the panel and providing insightful feedback.

Dr. Florabel Nieva, Dean of the School of Business and Accountancy, for her continuous encouragement and for inspiring me to see this study through to completion.

Z`Ms. Edna M. Valerio, MBA, General Manager of Camarines Sur I Electric Cooperative (CASURECO I), for serving as my external panelist and offering her professional expertise during my final defense.

Ms. Chilette P. Arce, my adviser, for her patient guidance and support throughout this process.

I would also like to extend my thanks to the Barangay Council of Balogo, Sorsogon City, for their assistance, and to the respondents who generously shared their time for this research.

My sincere appreciation goes to my employer, Sorsogon II Electric Cooperative (SORECO II), for their flexibility and for supporting my pursuit of higher management education. To my staff in the Area Services and Member Services Departments, thank you for your support and for ensuring my research remained grounded in sound business ethics and practices.

Special thanks to Andres Lacra, for his tireless dedication in driving me to Naga City throughout my studies at the University of Nueva Caceres (UNC).

Finally, I dedicate this work to my family. Most especially to Mama, who passed away last November; I am forever grateful for her unwavering encouragement during this period of professional growth before she returned to the Lord. Above all, I thank the Almighty God for His divine guidance and for sending the Holy Spirit to lead me to the completion of this journey.

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