

**PARENTING EXPERIENCES OF SELECTED JUVENILE  
DELINQUENTS**



A Thesis Presented to the Faculty of the College of Criminal  
Justice Education University of Mindanao  
Davao City

In Partial Fulfillment of the Requirements for the Degree of  
Bachelor of Science in Criminology

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### APPROVAL SHEET

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## **ABSTRACT**

The Parenting Experience of Selected Juvenile Delinquents can lead to good or bad results that can affect the child, how they can able to managed parenting experiences. This study evaluated the level of parenting experiences of selected juvenile delinquents in Davao City, Philippines. Descriptive survey research design was used in this study. The survey utilized an adapted questionnaire to measure the level of parenting experiences of the respondents. Questionnaire was administered to 200 selected juvenile delinquents coming from 2 selected barangays in Davao City, Philippines. The data gathered were treated using Percentage, Mean, T-test and ANOVA. The findings are as follows: The level of parenting experiences of selected juvenile delinquents is moderate; and there is no significant difference in the parenting experiences of selected juvenile delinquents when analyzed by gender, age, family size, and family income.

*Keywords: Parenting experiences, juvenile, delinquents*

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**M.J.S.M.**

**G.B.T.D.**

**J.C.A.D.**

## DEDICATION

This research is gratefully dedicated to our beloved parents;

They are the benefactor, without them we are not

Able to reach the status that we have.

To them we will be forever

Grateful.

**M.J.S.M.**

**G.B.T.D.**

**J.C.A.D.**

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## Chapter 1

### THE PROBLEM AND ITS SETTING

#### Background of the Study

Parents of youngsters were reprimanded for the troublemaker conduct of their children. In a few courts parents are even punished for the unfriendly direct of their children. The child's troublesome conduct influences parents' disciplinary procedures, bringing about harsher and different disciplines and less association by parents in the socialization procedure (Patterson 1982). These negative child-parent exchanges increment the danger of setting a child off on a troublemaker way that begins in the early youngsters, involves numerous troublemaker protests and holds on far into adulthood. In general, regular parenting practices are connected to delinquency, showing that high levels of support and warmth related with low levels of misconduct and that low levels of support or even dismissal are linked to high levels of delinquency (Hoeve et al., 2009).

Parents have huge impact over their children and essentially form and shape their children into grown-ups. The discipline style they utilize has an awesome effect. As cited by Baumrind (1971) characterized three child-rearing styles in view of Schaefer's (1971) ideas of parental demandingness and responsiveness. Parental demandingness is how much parents set rules for their children, how they discipline given these rules. Parental responsiveness is the enthusiastic part of child rearing. Responsiveness alludes to how much parents take care of their children's needs and support their children (Wittenborn, 2002).

The practical means to lessen juvenile from becoming delinquency is to implement early intervention programs that are related to parent's involvement in the child's life. To effectively educate the young people with the adverse effect of juvenile delinquency that should not be brought in their later life, but instead, teach them a positive behavior that will have a positive social impact on their local society. In this way, they will be separated from doing delinquent activities and engage in outdoor activities that might help them change their daily routines and something they will be busy of, over something that might destroy their life and regret afterward. Therefore, above referred to premises incited the researcher to critically direct this study to determine the preventing experiences of selected juvenile delinquency.

### **Statement of the Problem**

The study was conducted to determine the parenting experiences of selected juvenile delinquents.

Specifically, it sought to answers the following questions:

1. What is the level of parenting experiences of selected juvenile delinquents regarding of:

1.1 Involvement

1.2 Positive Parenting

1.3 Poor Monitoring/ Supervision

1.4 Inconsistent Discipline

1.5 Corporal Punishment

2. Is there a significant difference in the parenting experiences of selected juvenile delinquents in terms of profile?

### **Hypothesis**

The hypothesis was formulated and tested that there is no significant

difference in the parenting experiences of selected juvenile delinquents when grouped according to profile.

### **Review of Related Literature**

This portion the related literature is presented whose sources came from newspapers, journals, the Internet and books.

Guardians are of tremendous significance to kid's typical advancement. Since they are their kid's first instructors and good examples, their duties are restricted to giving sustenance and safe house to their kids, yet also incorporate their posterity's passionate prosperity and wellbeing. Kids who are denied of any of these things are inclined to create substantial behavioral issues. It has been learned through different examines that greater part of the youngsters engaged with criminal exercises originate from a family unit which has it is possible that one or both the guardians missing (Secure teen, 2013).

A child's improvement procedure impacts a blend of the considerable number of boosts he comes into contact with, both with people and with his condition. Since parents are regularly a settled nearness in a child's life, they tend to have the most remarkable effect on whether his advancement is specific or negative. Parents who are undecided to their child's needs and needs viewed as uninvolved parents. Frequently, this parenting style is related with disregard and manhandle. While there are no requests or guidelines to take after for the child, there is likewise no correspondence and no consolation from the parent (Moore, 2017).

Youthful children can be influenced by numerous social, monetary and ecological components both in positive and negative ways. Since children are so powerless, things that many parents and grown-ups take for granted can effortlessly influence them. Parental cooperation with children can have a to a great

extent positive or negative impact on child advancement, as indicated by EffectivePhilanthropy.com. Parents who invest energy playing and instructing their children through perusing and by performing different kinds of hands-on recreations and exercises can positively affect their child's advancement. On the other side, parents who overlook or disregard to connect with their children emphatically might thwart their sound advancement, as per the Royal Children's Hospital of Melbourne, Australia. Children who are encompassed, both at home and at school/childcare offices, by a solid learning condition that is both instructive and strong may enhance their improvement (Eiteal, 2017). With the right sort of contribution, parents enable children to create relational abilities and guide them in socialization, instructing them how to shape connections all alone. Parents have critical control over their children's mates when they are youthful. Young people from authoritative homes search for and pull in similarly invested teenagers, making an associate gathering that keeps up high requirements, according to a 1995 study looking at parenting types and children's associations published in "Developmental Psychology." With parental control, parents can encourage their children what to look like for characteristics in a companion that will make sound connections and strengthen solid behaviors. The youngster's behavior is recognized as being anti-social and causing damage or unsettling influences in the community and is regularly associated with home and family life, especially distinguished as an absence of supervision or disregard (Lynn, 2013).

Teenagers who have not given any social or good preparing regularly prompt adolescent misconduct. The parent must show moral esteems to their kids. They should show them the contrast between good and bad conduct. The absence of social and good can lead youngsters to poor association with others and make them

less confident. They may end up childish and self-important. They would not know how to regard the laws of the state. Guardians frequently disregard their youngsters and pay more spotlights on endeavoring to gain cash for them. Be that as it may, at the same time, they overlook the significance of investing quality energy with their kids. In their nonappearance, kids tend to spend energy with somebody who focuses on them. They may likewise fall into the wrong hands or get associated with an awful organization while looking for consideration from somebody other than their folks (Secure teen, 2017).

Amid early childhood, a parent's mentalities and qualities are passed on the child. Amid this time their self-idea is framing, and can be vigorously impacted by their parents, (as cited in Weiss). They can gain aptitudes that are the essential establishment for learning all through childhood. Consequently, a solid emotionally supportive network in early childhood can significantly influence their development. On the other hand, family chance variables can likewise impact the way of early childhood improvement (Lafortune, 2014). The link concerning the amygdala and anxious behavior is stronger if the child can't receive support from other people like family, neighbors or professionals. The possibility of exaggerating can change the child's situation, and it has been found that the study of the aggressive children is prone to commit antisocial behaviors if they reside in an unhealthy environment (Cart, 2013).

In the first years of experience of a child outside their home has a significant effect on the child's early socialization and may create for them to change in school. Socialization plays a major role in the development of the child; school, teachers, and peers may affect the development of the child's to become neither competent nor incompetent. In the early years, teachers are

considered as our second parents who help established disciplines in a child's early years, while on the other hand in the teenage years they are strongly influenced and change by their peers. Developmentally, they may strive to fit in the group to accept, means they will try to imitate the behaviors of other group or be true to their own selves (Gaisur, 2012).

Child rearing is a standout amongst the most important supporters of children trademark convictions and conduct. Negative child-rearing strategies, for example, unforgiving beating, conflicting teach and demonstrating maladaptive behavior frequently add to the improvement of aggressive behavior. Equally, kids with negative dispositions and behavior issues are harder to parent, frequently summoning negative and improper teaches from their folks. If youngsters create negative trademark behavior designs as they develop, for example, aggressive or coercive behavior, they keep on eliciting negative train from their folks. These behavior designs start and keep up a cycle where kids make trouble, the parent reacts improperly, and thus, the tyke heightens or takes part in other negative behavior, driving the parent to do likewise (Wojnaroski, 2011).

Kids' conduct can influence the parent's decision and the results, too. For illustration, kids with a touchier disposition might be seen as troublesome making the guardians change their child-rearing style towards dictator parenting. It was discovered that some part of youngster conduct, for example, agreeable and forceful practices are preferably associated with tyke demeanor over to child-rearing style. It appears like child-rearing style isn't the main deciding element in the kid's results. Contrasts in a social setting and youngster personalities can have any effect, as well. Child rearing is one of the most significant pieces of the condition a youngster is presented to since birth. Its impact on a kid is noteworthy (Growing Grow, 2018).



Parents who neglect to teach their children appropriately are making children lash out in the classroom, an examination has found. Students are twice as prone to be aggressive and problematic in the event that they had parents who were brutal, inconsistent or conflicting in what they enabled them to escape with at home, investigate recommends. Conversely, children tend to be better carried on if their parents joined warmth with clear and consistent principles and limits. The researchers, led by Professor Stephen Scott, director of the National Academy for Parenting Research, said: A negative child-rearing style, described by cruel, inconsistent train, was unmistakably connected with more serious youngster hostile to social behavior. 'Parents who utilized negative teaching had doubled the rate of children with extreme behavior issues contrasted with other parents (Clark, 2012).

A standout amongst rehearsed methodologies utilized by guardians to adjust long haul conduct of their youngsters is flogging, usually alluded to as punishing. In any case, utilization of the term beating is hazardous in that how parental figures decipher it shifts generally, and there is visit cover with what pediatricians consider to be mishandled. In spite of a lot of confirmation demonstrating that beating is inadequate, is a hazard factor for more unique types of physical abuse and can adversely affect the behavioral and subjective improvement of youngsters in an assortment of ways it remains a dubious issue in the United States (Jones, 2014).

A developing assortment of research has demonstrated that hitting and different types of physical control can present genuine dangers to youngsters; however numerous guardians aren't hearing the message. Numerous investigations have demonstrated that physical discipline — including beating, hitting and different

methods for causing torment — can prompt expanded animosity, solitary conduct, physical damage and psychological wellness issues for youngsters. Americans' acknowledgment of physical discipline has declined since the 1960s, yet overviews demonstrate that 66% of Americans still favor of guardians punishing their children (Smith, 2012).

According to a recent study, men who were physically abused during early days are prone to turn into lawbreaker or may demonstrate other disruptive manners if they had a single gene variation and resulted in dropping down of movement of the essence of brain enzyme. The study found that 85% of the maltreated children who had gene variation were involved in different kinds of antisocial behaviors in their adult year as well as serious offenses. But researcher reminded that the gene variation is not a basis to determine who will become violent (Singer, 2002).

The cited literature above provides insights and new ideas in the development of the study it has important bearing in determining the Parenting Experiences of Selected Juvenile Delinquents.

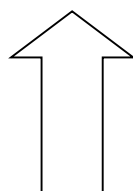
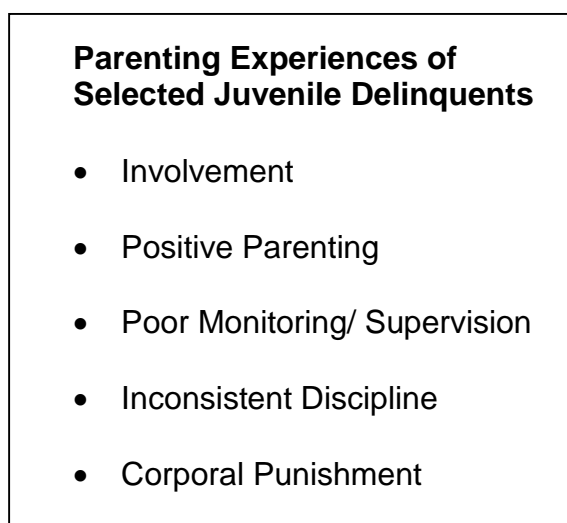
### **Theoretical and Conceptual Framework**

The study is anchored on the theory of social learning theory of Albert Bandura emphasizes the importance of observing and modeling behaviors, attitudes, and emotional reactions of others. Bandura (1977) states: "Learning would be exceedingly difficult, not to mention hazardous if people had to rely solely on the effects of their actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions, this coded information serves as a guide for action." Social learning theory is the view that people learn by observing others. Associated with Albert Bandura's work in the 1960s, social learning

theory explains how people learn new behaviors, values, and attitudes. Social learning requires attention to the person(s) observed, remembering the observed behavior, the ability to replicate the behavior, and a motivation to act the same way. Sociologists have used social learning to explain aggression and criminal behavior especially (Culatta, 2018).

Figure 1 shows the conceptual framework of the study. The moderator variable is the profile of the respondents consisting of age, gender, family size, and family income. On the other hand, the main variable is the parenting experiences of selected juvenile delinquents, with the following indicators; Involvement, Positive Parenting, Poor Monitoring/ Supervision, Inconsistent Discipline, and Corporal Punishment.

### Variable



## Moderator Variable

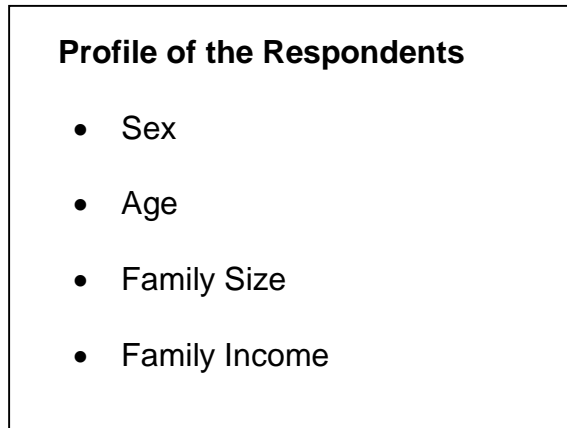


Figure 1. Conceptual Framework of the Study

### Significance of the Study

The finding of the study is beneficial to the following:

**Parents.** The findings of the study would serve as the basis of parents to determine the existence of behavior of their children that might develop in socialization/interactions or the way they raise their child and their style of discipline imposed at home. As they were the first to interact and socialized most of the child's life, as a parent, they are responsible for the child's action, and it will give them an idea that there are some parenting styles and discipline that will affect the child's development.

**Department of Social Welfare and Development (DSWD).** The findings of this study might give them an idea or new insights for the early intervention of juveniles from doing wrongful acts.

**Children/Youth.** The findings of the study would serve as the basis to remind youth, as well as to understand that being delinquents will bring no good to them and their future selves. It will not just vary on the way parents discipline them or how the way they were raised, but it also varies to their selves, on how they handled family issues and understood the way their parents discipline them.

**Future Researchers.** The Future Researchers may conduct a study related to the topic but with different indicators; researching parenting experiences of selected juvenile delinquents in other places among others.

### **Definitions of Terms**

The terms used in the study are operationally defined.

**Parenting Experiences.** This refers to the parental guidance, support, affection, and discipline shown by the parents towards a child that affects their behavior or attitude.

**Juvenile Delinquents.** This refers to the child's attitude or behavior manifested during their early age and that if the existence of this behavior has something to do with their parenting experiences.

## **Chapter 2**

### **METHOD**

This chapter presents the research design, research subjects, research instruments, data gathering procedure and statistical treatment of data.

#### **Research Design**

The study employed the descriptive-survey method. According to Manuel and Medel (1976), descriptive research involves the description, recording, analysis, and interpretation of the present nature, composition, or process of phenomena. The focus is on the prevailing conditions, on how a person, group, or thing behaves or functions at the time of the study (Jheycee, 2012). The researcher used this as an appropriate design in determining the parenting experiences of selected juvenile delinquents.

## **Research Subjects**

This study was conducted last January 18, 2018, in at least two barangays out of 182 barangays in Davao City. Simple random sampling technique was used in disseminating the questionnaire among the respondents of the study. There were 200 juveniles as respondents of the study from the selected barangays. Shown in Table 1 are the profiles of the respondents with a total of 197 or 100 percent in terms of sex, the male has the highest number of respondents consisting of one hundred five (105) while the female respondents have a total number of ninety two (92) respondents.

In terms of age, the age category of 13 to 15 years old got the highest number of respondents with a total seventy seven. To follow the age category

Table 1. *Profile of the respondents*

<b>Profile Variables</b>	<b>F</b>	<b>%</b>
<b>Sex</b>		
Male	105	53.3
Female	92	46.7
<b>Age</b>		
13 – 15 yrs old	77	39.1
16 – 18	64	32.5
19 – 21	56	28.4
<b>Family Size</b>		
2 – 3	28	14.2
4 – 6	98	49.7
7 – 9	56	28.4
10 – 12	15	7.6
<b>Family Income</b>		
P4000 – P6000	115	58.4
P7000 – P9000	45	22.8
P10,000 – P12,000	20	10.2
Others	17	8.6

16 to 18 is second in rank with sixty four respondents. The lowest in rank is the age category of 19-21 with only fifty six numbers of respondents. In terms of family size, 2 to 3 family size got 23 respondents, 4 to 6 family size got 98 respondents, 7 to 9 family size got 56 respondents while 10 to 12 family size got 15 numbers of respondents.



In terms of family income, four thousand to six thousand with 115 respondents. Seven thousand to nine thousand with 45 respondents. The family income of ten thousand to twelve thousand with the respondents of 20.

**Research Instruments**

This research made use of a constructed questionnaire to accumulate the necessary data for the survey. The inquiry was based on related readings of different kinds of literature from books and the Internet.

The preliminary draft was submitted to the adviser for corrections, and a panel of experts was asked for their comments and suggestions to ensure questionnaires reliability and validity. It was validated by Agnes R. Capili, MS Crim., Ivy Q. Malibiran, MS Crim. and Eduardo C. Berco Jr. MS Crim.

Scaling for the variable of the study is presented below:

<b>Range of Means</b>	<b>Verbal Meaning</b>	<b>Descriptive Interpretation</b>
4.20-5.00	Very High	If the parenting experiences affect the child all the time from becoming juvenile delinquents
3.40-4.19	High	If the parenting experiences affect the child most of the time from becoming juvenile delinquents
2.60-3.39	Moderate	If the parenting experiences affect the child some of the time from becoming juvenile delinquents
1.80-2.59	Low	If the parenting experiences affect the child least of the time from becoming juvenile delinquents

1.00-1.79

Very Low

If the parenting experiences did not at all affect the child from becoming juvenile delinquents

### **Data Gathering Procedures**

The following step was observed in conducting the study.

**Asking Permission to Conduct Study.** Researchers made a formal letter of request of permission addressed to the Dean of the College of Criminal Justice Education of the University of Mindanao, duly noted by their thesis adviser, before the conduct of the actual survey through the distribution of questionnaires to the randomly selected respondents.

**Administrations and Distribution of Survey Questionnaire.** The Researchers retrieved the survey questionnaires. Tabulation, computation, and interpretation of data followed after being subjected to statistical analysis with the guidance of the statistician. Analysis and interpretation of the data based on the statement of the problem of the study also followed.

### **Statistical Treatment of Data**

The following statistical tools were used in the treatment of the data.

**Mean.** This was utilized to ascertain the parenting experiences of selected juvenile delinquents.

**Analysis of Variance (ANOVA).** This was utilized to ascertain the significant difference on parenting experiences of selected juvenile delinquents when analyzed by age, educational attainment, and residence.

## Chapter 3

### PRESENTATION AND ANALYSIS FINDINGS

This chapter presents in detail the method used by the researchers in conducting their study and the population and sample.

#### Level of Parenting Experiences of Selected Juvenile Delinquents

Presented in Table 2 is the level of parenting experiences of selected juvenile delinquents based on Involvement, Positive Parenting, Poor Monitoring/ Supervision, Inconsistent Discipline and Corporal Punishment with an overall mean score of 3.05 (0.62) which are interpreted as moderate level. This means that the parenting experiences affects the child some of the time from becoming juvenile delinquents.

Table 2. *Level of parenting experiences of selected juvenile delinquents*

<b>Indicators</b>	<b>Mean</b>	<b>Descriptive Meaning</b>
Involvement	3.49	High
Positive Parenting	3.51	High
Poor Monitoring/Supervision	2.89	Moderate
Inconsistent Discipline	2.81	Moderate
Corporal Punishment	2.69	Moderate
<b>Overall</b>	<b>3.05</b>	<b>Moderate</b>

In terms of Positive Parenting the mean range of 3.51 (0.82), which is interpreted as high level. According to Stace & Roker, (2005), that parents and young people understood monitoring and supervision to involve parents knowing their child's whereabouts and activities. They described it as a critical part parental care, love, guidance and protection. The purpose of positive parenting was seen as

keeping young people safe, out of trouble and preparing them for independent lives as adults.

In terms of Involvement the mean range of 3.49 having the standard deviation of (0.81), which are interpreted as high level. According to Stace & Roker, (2005), that young people were aware that their parents and other significant people monitored their emotional well-being, and they appreciated this.

In terms of Poor Monitoring/ Supervision the mean range of 2.90 (0.91), which are interpreted as moderate level. According to Stace & Roker, (2005), that parents and young people understood monitoring and supervision to involve parent knowing their child's whereabouts and activities. They described it as a key part parental care, love, guidance and protection. The purpose of positive parenting was seen as keeping young people safe, out of trouble and preparing them for independent lives as adults.

In terms of Inconsistent Discipline the mean range of 2.81 (0.86), which are interpreted as moderate level. According to Gustafson, (2017), that inconsistent disciplinary approaches, inadequate supervision, and physical punishment are poor parenting attributes that can negatively affect children, regardless of their ethnicity and socioeconomic status.

In terms of Corporal Punishment the mean range of 2.69 (1.02), which are interpreted as moderate level. When a child demonstrates antisocial behavior, she/he doesn't consider how her actions may harm others. (As cited UK's Department for Education), parenting styles that could lead to this type of behavior include inconsistent and harsh parenting, as well as parental drug abuse, maternal depression, and domestic violence. Adults who are permissive, coercive, negative and have critical attitudes are more likely to have children with antisocial tendencies

(Gustafson, 2017).

Overall, this means that the level of Parenting Experiences of Selected Juvenile Delinquents is moderate level. Parents tend to underestimate the influence that they have on their children, according to a 2007 study that the Joseph Rowntree Foundation conducted. In 2011, the UK's Department for Education found that children who are exposed to lousy parenting are two times more likely to misbehave. Inconsistent disciplinary approaches, inadequate supervision, and physical punishment are poor parenting attributes that can negatively affect children, regardless of their ethnicity and socioeconomic status (Gustafson, 2017).

### **Significant Difference on the Level of Parenting Experiences of Selected Juvenile Delinquents when analyzed by Gender**

The data presented in Table 3 shows the independent sample t-test showing the significant differences in the business challenges when grouped by gender.

In terms of involvement, male-female is the group effects of parenting experiences of selected juvenile delinquents with the number of 105-92 having the mean 3.58 – 3.39, having the standard deviation of 0.77 – 0.82. The computed t-value is 1.65 with the p-value of 0.10, which is greater than the level of significance of 0.05. Data means that there are no significant changes on the effect of parenting experiences of selected juvenile delinquent when the respondents are group by gender in terms of involvement.

Table 3. *Independent samples t-test results showing the significant differences in the business challenges when grouped by gender*

<b>Variable</b>	<b>Group</b>	<b>n</b>	<b>Mean</b>	<b>SD</b>	<b>t</b>	<b>p</b>
Involvement	Male	105	3.58	0.77	1.653	0.100
	Female	92	3.39	0.82		
Positive	Male	105	3.52	0.83	0.113	0.910

Parenting	Female	92	3.50	0.81		
	Male	105	3.10	0.91		
Poor Monitoring	Female	92	2.65	0.86	3.534*	0.001
	Male	105	2.90	0.92		
Inconsistent Discipline	Female	92	2.72	0.79	1.488	0.138
	Male	105	2.81	1.03		
Corporal Punishment	Female	92	2.54	0.99	1.841	0.067
	Male	105	3.15	0.65		
<b>Overall</b>	<b>Female</b>	<b>92</b>	<b>2.9409</b>	<b>0.57121</b>	<b>2.424*</b>	<b>0.017</b>
	<b>Male</b>	<b>105</b>	<b>3.15</b>	<b>0.65</b>	<b>2.424*</b>	<b>0.017</b>

\* $p < 0.05$

According to the study of Rayley & Bianchi (2006), in the United States, parents incline toward an offspring of every gender, and on numerous measurements, parents tend to treat boy and girls comparably. The parental help of instructive exercises fluctuates, with some parental practices more noteworthy for children however others higher for little girls. Regardless of whether parents support gender contrasts or whether children's gender-separated practices inspire differential parental treatment can't be effortlessly decided with concentrates to date, the vast majority of which are cross-sectional or constrained in different ways that hamper decisions about causal components.

When it comes to positive parenting, male-female are grouped of differences of level of parenting experiences of selected juvenile delinquents with the number of 105-92 having the mean of 3.52-3.50, having the standard deviation of 0.83-0.81 accordingly. The computed t-value is 1.65 with the p-value of 0.91, which is greater than the level of significance of 0.05. Data means that there are no significant changes on the effect of parenting experiences of selected juvenile delinquents when

the respondents are group by gender in terms of positive parenting. According to the study of Tam, et al. (2012). The examination intends to research the connection between parental expert and parent-youngster relationship and furthermore to investigate the contrasts amongst guys and females as far as their association with their parents. The examination was led among 160 members between the age of 17 to 25 in Klang Valley, Selangor, Malaysia. The outcomes uncovered that there was no critical contrast between gender and the parent-child relationship.

When it comes to poor monitoring/supervision, male-female are grouped of differences of level of parenting experiences of selected juvenile delinquents with the number of 105-92 having the mean of 3.10-2.65, having the standard deviation of 0.91-0.87 accordingly. The computed t-value is 3.53 with the p-value of 0.001, which is greater than the level of significance of 0.05. Data means that there are no significant changes on the effect of parenting experiences of selected juvenile delinquents when the respondents are group by gender in terms of poor monitoring/supervision. According to Various examinations have connected "parental monitoring" extensively imagined to delinquent practices. Young people who encounter low levels of monitoring have appeared to have expanded utilization of drugs and tobacco (Biglaan, et., 1995; Martins et al., 2008). Poor monitored youths have a tendency to have delinquent companions (Dishion et al., 1995).

When it comes to inconsistent discipline, male-female are grouped of differences of level of parenting experiences of selected juvenile delinquents with the number of 105-92 having the mean of 2.90-2.72, having the standard deviation of 0.92-0.80 accordingly. The computed t-value is 1.49 with the p-value of 0.14, which is higher than the level of significance of 0.05. Data means that there are no significant changes on the effect of parenting experiences of selected juvenile delinquents when

the respondents are group by gender in terms of inconsistent discipline. According to Odueyungbo, (2010), the relationship between threatening insufficient child rearing and child hyperactivity was more grounded for young ladies; however, this impact did not achieve customary levels of statistical significance. The relationship between child rearing and enthusiastic child turmoil varied as an element of gender, where the impacts of parental consistency and positive connection were more grounded for young men.

When it comes to corporal punishment, male-female are grouped of differences of level of parenting experiences of selected juvenile delinquents with the number of 105-92 having the mean of 2.81-2.54, having the standard deviation of 1.03-0.99 accordingly. The computed t-value is 1.84 with the p-value of 0.07, which is greater than the level of significance of 0.05. Data means that there are no significant changes on the effect of parenting experiences of selected juvenile delinquents when the respondents are group by gender in terms of corporal punishment. According to Reinglej et al., (2011), proof recommends that the indicators of brutality exposure contrast by gender. Research has reliably demonstrated that guys will probably be presented to than females (Lopez et al., 2010; Haynie et al., 2009; Malik et al., 1997; Purugganan et al., 2000; Scarpa, 2001; Stein et al., 2003).

### **Significant Difference in the Level of Parenting Experiences of Selected Juvenile Delinquents when Analyzed by Age**

Presented in Table 4 disclosed is the significant difference on the Level of Parenting Experiences of Selected Juvenile Delinquents when analyzed by Age. As revealed in the table, the overall respondents were found to have no significant difference among between groups (0.89) and within groups (0.38) respondents, based on the computed f-value of 2.34, with the probability level of 75.93, which is



greater than  $p < 0.05$ . Thus, the null hypothesis stating no significant difference in the level of Parenting Experiences of Selected Juvenile Delinquents when analyzed by Age was found correct, thus failing to reject the null hypothesis. This means that the difference of the mean scores of respondents is not far enough to qualify as significant, concluding that a respondent on personal factors is not varying in terms of age.

According to the study of National Academy of Sciences (2001), numerous children achieve adulthood without association in genuine delinquent conduct, even despite various dangers. Although hazard elements may help distinguish which children are most needing preventive mediation, they can't recognize which specific children will wind up serious or chronic offenders. It has for some time been realized that most grown-up lawbreakers were associated with delinquent conduct as children and teenagers; most delinquent children and young people, in any case, don't grow up to be grown-up culprits ( as cited to Robins, 1978).

Table 4. *Summary of ANOVA results showing the differences in the level of parenting experiences of selected juvenile delinquents when analyzed by age.*

	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Between Groups	1.788	2	.894	2.340	.099
Within Groups	74.138	194	.382		
Total	75.926	196			

\* $p < 0.05$

### **Significant Difference in the Level of Parenting Experiences of Selected Juvenile Delinquents when Analyzed by Family Size**

Presented in Table 5 disclosed is the significant difference on the Level of Parenting Experiences of Selected Juvenile Delinquents when analyzed by Family Size. As revealed in the table, the overall respondents were found to have no

significant difference among between groups (0.48) and within groups (0.39) respondents, based on the computed f-value of 1.24, with the probability level of 0.29, which is greater than  $p < 0.05$ . Thus, the null hypothesis stating no significant difference in the level of Parenting Experiences of Selected Juvenile Delinquents when analyzed by Family Size was found true, thus failing to reject the null hypothesis. This means that the difference of the mean scores of respondents is not far enough to qualify for significance of the difference, concluding that a respondent on personal factors is not varying in terms of family size.

According to Fischer (1984), the measure of the groups of delinquent young men as judged from the number of children in their families has for the most part been considered by social workers as a factor justifying thought from the purpose of the perspective of delinquency causation.

Table 5. *Summary of ANOVA results showing the differences in the level of parenting experiences of selected juvenile delinquents when analyzed by family size.*

	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Between Groups	1.440	3	.480	1.243	.295
Within Groups	74.486	193	.386		
Total	75.926	196			

\* $p < 0.05$

### **Significant Difference on the Level of Parenting Experiences of Selected Juvenile Delinquents when Analyzed by Family Income**

Presented in Table 6 disclosed is the significant difference on the Level of Parenting Experiences of Selected Juvenile Delinquents when analyzed by Family Income. As revealed in the table, the overall respondents were found to have no significant difference among between groups (0.21) and within groups (0.39)

respondents, based on the computed f-value of 0.53, with the probability level of 0.66, which is greater than  $p < 0.05$ . Thus, the null hypothesis stating no significant difference in the level of Parenting Experiences of Selected Juvenile Delinquents when analyzed by Family Income was found true, thus failing to reject the null hypothesis. This means that the difference of the mean scores of respondents is not far enough to qualify for significance of the difference, concluding that a respondent on personal factors is not varying in terms of family income.

According to Randall, et al. (2010), Income depends urgently on parental attributes, both watched and imperceptibly. In this way, just seeing that children from high (low) income families tend to have positive (negative) instructive, income and work results in young adulthood reveals to us minimal about the real causation.

Table 6. *Summary of ANOVA results showing the differences in the level of parenting experiences of selected juvenile delinquents when analyzed by family income.*

	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Between Groups	1.440	3	.480	1.243	.295
Within Groups	74.486	193	.386		
Total	75.926	196			

\* $p < 0.0$

## **Chapter 4**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATION**

Presented in this chapter are the summary, conclusions, and recommendations.

#### **Summary of the Findings**

The findings of the study were summarized as follows:

1. The overall for the five indicators obtained a means score of 3.49 Involvement, 3.51 in Positive Parenting, 2.89 in Poor Monitoring/ Supervision, 2.81 in Inconsistent Discipline, and lastly 2.69 in Corporal Punishment which describes that the Parenting Experiences of Selected Juvenile Delinquents is moderate which means that the Parenting Experiences affects the child most of the time from becoming juvenile delinquents.

2. There is no significant difference found on Parenting Experiences of Selected Juvenile Delinquents according to Gender, Age, Family Size and Family Income.

#### **Conclusions**

Based on the findings, the researchers draw the following conclusion:

1. The level of Parenting Experiences of Selected Juvenile Delinquents is moderate which interpreted that the parenting experiences affects the child some of the time from becoming juvenile delinquents.

2. There is a significant difference in the parenting experiences of selected juvenile delinquents according to Gender, Age, Family Size and Family Income.

### **Recommendations**

Based on findings and the conclusions, the recommendations are given by the researchers as follow:

1. To the parents, to determine the existence of behavior of their children that might develop in socialization/interactions or the way they raise their child and their style of discipline imposed at home. As they were the first to interact and socialized most of the child's life, as a parent, they are responsible for the child's action, and it will give them an idea that there are some parenting styles and discipline that will affect the child's development.

2. The findings of this study might provide help to the DSWD to have an idea or new insights for the early intervention of juveniles from doing wrongful acts.

3. To the youth/ children, to serve as the basis to remind them, as well as to understand that being delinquents will bring no good to them and their future selves. It will not just vary on the way parents discipline them or how the way they were raised, but it also varies to their selves, on how they handled family issues and understood the way their parents discipline them.

4. The Future Researchers may conduct a study related to the topic but with different indicators; researching parenting experiences of selected juvenile delinquents in other places among others.

## **APPENDIX A**

Table-per Indicator

### Level of Parenting Experiences of Selected Juvenile Delinquents in Terms of Involvement

Involvement	Mean Score	Description
1. You have a friendly talk with your parents	3.58	High
2. You play games or do other fun things with your parents	3.06	Moderate
3. Your parent asks you about your day in school	3.83	High
4. Your parent talks to you about your friends	3.56	High
5. Your parent asks you what your plans are for the coming day	3.42	High
<b>Overall</b>	<b>3.49</b>	<b>High</b>

### Level of Parenting Experiences of Selected Juvenile Delinquents in Terms of Positive Parenting

Positive Parenting	Mean Score	Description
1. Your parents tell you that you are doing a good job	3.68	High
2. Your parents rewards or give something extra to you for behaving well	3.24	Moderate
3. Your parents give or compliments you when have done something well	3.61	High
4. Your parents hug and kiss you when you have done something good	3.09	Moderate
5. Your parent tells you that they like it when you help out around the house	3.92	High
<b>Overall</b>	<b>3.51</b>	<b>High</b>

**Level of Parenting Experiences of Selected Juvenile Delinquents in Terms of Poor Monitoring/ Supervision**

<b>Poor Monitoring/ Supervision</b>	<b>Mean Score</b>	<b>Description</b>
1. You fail to leave a note or let your parents know where you are going	2.98	Moderate
2. You stay out late in the evening were you are supposed to be home.	3.15	Moderate
3. Your parents do not know the friends you are with	2.83	Moderate
4. Your parents are so busy that they forget where you are and what you are doing	2.73	Moderate
5. You come home late from school were your parents expect you to be home early	2.74	Moderate
<b>Overall</b>	<b>2.89</b>	<b>Moderate</b>

**Level of Parenting Experiences of Selected Juvenile Delinquents in Terms of Inconsistent Discipline**

<b>Inconsistent Discipline</b>	<b>Mean Score</b>	<b>Description</b>
1. Your parents threaten to punish you and yet they do not do it	3.06	Moderate
2. You tell your parents that you have done something wrong	2.96	Moderate
3. Your parents give up trying to let you obey them because it will only cause so much trouble	2.56	Low
4. Your parents do not punish you when you have done something wrong	2.78	Moderate
5. The punishment your parents give depends on their mood	2.78	Moderate
<b>Overall</b>	<b>2.81</b>	<b>Moderate</b>



### Level of Parenting Experiences of Selected Juvenile Delinquents in Terms of Corporal Punishment

Corporal Punishment	Mean Score	Description
1. Your parents spank you with their hand when you have done something wrong	3.01	Moderate
2. Your parents slap you when you have done something wrong	2.54	Low
3. Your parents yell or scream at you when you have done something wrong	2.99	Moderate
4. Your parent makes you kneel or stand in a corner as a punishment	2.21	Low
5. Your parents hit you with a belt or other object when you have done something wrong	2.73	Moderate
<b>Overall</b>	<b>2.69</b>	<b>Moderate</b>

## **APPENDIX B**

### Plagiarism Check Result

2nd

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ORIGINALITY REPORT

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4%

SIMILARITY INDEX

%

INTERNET SOURCES

4%

PUBLICATIONS

%

STUDENT PAPERS

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MATCH ALL SOURCES (ONLY SELECTED SOURCE PRINTED)

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1%

★ IES, Editor. "International Education Studies, Vol.1, No.4, December 2008", International Education Studies, 2008.

Publication

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Exclude quotes Off

Exclude matches Off

Exclude bibliography On

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## **APPENDIX C**

Title Approval



**College of Criminal Justice Education**  
2nd Floor, GET Building  
Matina Campus, Davao City  
Telefax: (082) 300-5456 Local 103

July 4, 2018

**STELLA KAREN M. BRANZUELA, Ph.D.**  
College of Criminal Justice Education  
University of Mindanao  
Davao City


Dear Ma'am:

The undersigned criminology students wish to ask your approval on our thesis entitled: **"PARENTING EXPERIENCES OF SELECTED JUVENILE DELINQUENTS"**. This aims to determine the parenting experiences of selected juvenile delinquents.

In this regard, we may humbly request you to be our adviser. We believe that you could help us a lot in this endeavor.

Your approval to this request is highly appreciated. Thank you so much.

Sincerely yours,

  
**Merry Joy S. Manginlaud**

  
**Grazel Babs T. Dabalos**

  
**Joan Cate A. Dodos**

Approved By:

  
**STELLA KAREN M. BRANZUELA, Ph.D.**  
Thesis Adviser

## **APPENDIX D**

### Title Approval Forms



# RESEARCH AND PUBLICATION CENTER \*

## RESEARCH TITLE EVALUATION SHEET

Title: Effects of Child Skills Training in Preventing Antisocial Behavior

Proponents: Joan Cate A. Dasdos  
Grazel Bebs T. Dabalas  
Merry Joy S. Marginland

For a research title to be approved for endorsement, it has to satisfy the following criteria:

Criteria	YES	NO
1. The research problem conforms to the agenda of the University Research Program.	✓	
2. The research problem is within the specialization/competence of the researcher.	✓	
3. The research problem is significant, important, and relevant to the present time and situation.	✓	
4. The objectives of the research project are specific and achievable.		✓
5. Proposed design and procedures are logical.	✓	
6. Data needed are attainable and verifiable.	✓	
7. The research problem is manageable and can be finished within the prescribed time.	✓	
8. Expected output is practical and can be utilized by its stakeholders.		✓
9. The research is ethical and does not undermine/violate any moral, legal, and spiritual values/standards of people.	✓	
10. The research presents an important contribution to the generation of knowledge; to the realization of institutional/national development goals all for the improvement of the quality of human life.	✓	

Comments:

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Robert R. Magbejos, Ph.D.

Signature Above Printed Name of Panel Member

July 24, 2017

Date



# RESEARCH AND PUBLICATION CENTER

## RESEARCH TITLE EVALUATION SHEET

Title: Effects of Child Skills Training in Preventing Antisocial Behavior

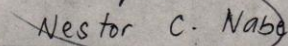
Proponents: Joan Cate A. Dasdas  
Corazel Bebe F. Dabalos  
Merry Joy S. Manginlaud

For a research title to be approved for endorsement, it has to satisfy the following criteria:

Criteria	YES	NO
1. The research problem conforms to the agenda of the University Research Program.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. The research problem is within the specialization/competence of the researcher.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. The research problem is significant, important, and relevant to the present time and situation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. The objectives of the research project are specific and achievable.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Proposed design and procedures are logical.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Data needed are attainable and verifiable.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. The research problem is manageable and can be finished within the prescribed time.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Expected output is practical and can be utilized by its stakeholders.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. The research is ethical and does not undermine/violate any moral, legal, and spiritual values/standards of people.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. The research presents an important contribution to the generation of knowledge; to the realization of institutional/national development goals all for the improvement of the quality of human life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

  
Signature Above Printed Name of Panel Member

July 11, 2017  
Date



Title: Effects of Child Skills Training in Preventing Antisocial Behavior

 Proponents: Juan Carlo A. Darcos  
Gerangel Bubs T. Dabalos  
Mary Joy S. Madginaland

For a research title to be approved for endorsement, it has to satisfy the following criteria:

Criteria	YES	NO
1. The research problem conforms to the agenda of the University Research Program.	✓	
2. The research problem is within the specialization/competence of the researcher.	✓	
3. The research problem is significant, important, and relevant to the present time and situation.	✓	
4. The objectives of the research project are specific and achievable.	✓	
5. Proposed design and procedures are logical.	✓	
6. Data needed are attainable and verifiable.	✓	
7. The research problem is manageable and can be finished within the prescribed time.	✓	
8. Expected output is practical and can be utilized by its stakeholders.	✓	
9. The research is ethical and does not undermine/violate any moral, legal, and spiritual values/standards of people.	✓	
10. The research presents an important contribution to the generation of knowledge; to the realization of institutional/national development goals all for the improvement of the quality of human life.	✓	

Comments:

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Leo Carlo B. Rendina

Signature Above Printed Name of Panel Member

July 4, 2017

Date

## **APPENDIX E**

### Undergraduate Research Agreement



## RESEARCH AND PUBLICATION CENTER

[ ] Main [ ] Branch \_\_\_\_\_

### UNDERGRADUATE RESEARCH AGREEMENT

As a research student, I hereby declare my acceptance and adherence to the policies, rules, and guidelines in the conduct of my thesis/capstone/FS/creative work as follows:

1. The researcher/s shall be required to attend the research orientation and shall submit this signed agreement to the subject teacher. Failure to do so shall render the researcher/s ineligible for title defense.
2. The researcher/s shall group themselves by three, of their own choice and at their own risk. They shall work as a team from the initiation to completion of the project. They shall choose a research topic/theme/subject that is aligned with the agenda of the College and the University.
3. With advisement from the Research Coordinator(RC) and approval of the Dean of College, the researcher/s shall choose qualified research personnel (adviser, statistician, editor) to help them out in the conduct of the project.
4. The researcher/s shall exercise due diligence and adhere to established standards/rules of data gathering, experimentation, field work that ensure safety, security and ethical practice. Research activities in remote and secluded areas are highly prohibited.
5. The researcher/s shall seek guidance, assistance and approval from their adviser in all research-related activities, documented in a journal/record book which is to be inspected by the subject teacher from time to time for purposes of monitoring.
6. The researcher/s shall always secure the endorsement of the adviser before submitting the outline/final manuscripts for defense to the subject teacher who shall coordinate with the RC re schedule of defense.
7. The researcher/s shall be responsible to get updates about schedules for outline/final defense (one month before finals) and thesis booking as announced/posted. Three (3) copies of the outlines/manuscripts shall be submitted to the subject teacher one week before the scheduled defense.
8. The researcher/s shall pay P2700 per group as defense fee. Lone-research or two-member group are allowed only when there is no other possible way to divide the class. Anything beyond it needs to obtain RPC consent through writing. No additional payment shall be made to editors/panel members. Researcher/s are strongly enjoined to report to the Dean/RPC any extra fee solicited by any party.
9. The researcher/s shall deliver oral defense as scheduled by the RC a month before the final exam. Failure to submit themselves for oral examination forfeits their right to obtain a passing grade. Likewise, failure to submit bounded duly approved final manuscript on time shall cause a grade of 7.2 which should be completed within the standard completion days as prescribed by the UM registrar. No extension shall be entertained.
10. The researcher/s shall bring all the raw data and evidences of data gathering procedures during the oral defense as indicator of data trustworthiness and reliability.



# RESEARCH AND PUBLICATION CENTER

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## UNDERGRADUATE RESEARCH AGREEMENT

11. All transactions with research personnel during the processing/critiquing of the final manuscript shall require the use of the standard routing form. This routing form is to be submitted to the RC who shall in turn submit to the RPC.
12. The researcher/s shall maintain the right of three(3) plagiarism checks: one during Methods of Research or its equivalent, and two during Research Proper after final oral presentation. Five hundred pesos shall be charged for the fourth and succeeding checks. Threshold of similarity is 20% and lower.
13. Manuscripts shall follow the institutional format and referencing style; the study must be a product of exercise of intellect, free of dishonesty and fraud.
14. The researcher/s shall acknowledge the right of the College to disallow or reject researches found to be deficient, unsatisfactory or plagiarized in form or substance.
15. The researcher/s shall take precautionary measures to ensure that their paper will not be copied, replicated or duplicated by others.
16. The researcher/s shall transfer the ownership of the study to the College once the paper has been successfully defended and booked. After which no paper shall be published or presented without consent/approval from the College.
17. The schedule of oral defense is on \_\_\_\_\_

I affix my signature to signify that I read, understand, and conform to the items enumerated above.

*GRAZEL T. DABALO*

Signature over printed name

\_\_\_\_\_  
Date



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10. The researcher/s shall bring all the raw data and evidences of data gathering procedures during the oral defense as indicator of data trustworthiness and reliability.



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## UNDERGRADUATE RESEARCH AGREEMENT

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15. The researcher/s shall take precautionary measures to ensure that their paper will not be copied, replicated or duplicated by others.
16. The researcher/s shall transfer the ownership of the study to the College once the paper has been successfully defended and booked. After which no paper shall be published or presented without consent/approval from the College.
17. The schedule of oral defense is on \_\_\_\_\_

I affix my signature to signify that I read, understand, and conform to the items enumerated above.

MARJOLYN S. MARUGIM, PhD

Signature over printed name

\_\_\_\_\_  
Date



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### UNDERGRADUATE RESEARCH AGREEMENT

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7. The researcher/s shall be responsible to get updates about schedules for outline/final defense (one month before finals) and thesis booking as announced/posted. Three (3) copies of the outlines/manuscripts shall be submitted to the subject teacher one week before the scheduled defense.
8. The researcher/s shall pay P2700 per group as defense fee. Lone-research or two-member group are allowed only when there is no other possible way to divide the class. Anything beyond it needs to obtain RPC consent through writing. **No additional payment shall be made to editors/panel members. Researcher/s are strongly enjoined to report to the Dean/RPC any extra fee solicited by any party.**
9. The researcher/s shall deliver oral defense as scheduled by the RC a month before the final exam. Failure to submit themselves for oral examination forfeits their right to obtain a passing grade. Likewise, failure to submit bounded duly approved final manuscript on time shall cause a grade of 7.2 which should be completed within the standard completion days as prescribed by the UM registrar. No extension shall be entertained.
10. The researcher/s shall bring all the raw data and evidences of data gathering procedures during the oral defense as indicator of data trustworthiness and reliability.



# RESEARCH AND PUBLICATION CENTER

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## UNDERGRADUATE RESEARCH AGREEMENT

11. All transactions with research personnel during the processing/critiquing of the final manuscript shall require the use of the standard routing form. This routing form is to be submitted to the RC who shall in turn submit to the RPC.
12. The researcher/s shall maintain the right of three(3) plagiarism checks: one during Methods of Research or its equivalent, and two during Research Proper after final oral presentation. Five hundred pesos shall be charged for the fourth and succeeding checks. Threshold of similarity is 20% and lower.
13. Manuscripts shall follow the institutional format and referencing style; the study must be a product of exercise of intellect, free of dishonesty and fraud.
14. The researcher/s shall acknowledge the right of the College to disallow or reject researches found to be deficient, unsatisfactory or plagiarized in form or substance.
15. The researcher/s shall take precautionary measures to ensure that their paper will not be copied, replicated or duplicated by others.
16. The researcher/s shall transfer the ownership of the study to the College once the paper has been successfully defended and booked. After which no paper shall be published or presented without consent/approval from the College.
17. The schedule of oral defense is on \_\_\_\_\_

I affix my signature to signify that I read, understand, and conform to the items enumerated above.

DOS JOAN CATE A.  
Signature over printed name

\_\_\_\_\_  
Date



## **APPENDIX F**

Letter of Acceptance-Adviser

July 4, 2018

**STELLA KAREN M. BRANZUELA, Ph.D.**  
College of Criminal Justice Education  
University of Mindanao  
Davao City

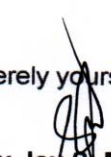
Dear Ma'am:

The undersigned criminology students wish to ask your approval on our thesis entitled: **"PARENTING EXPERIENCES OF SELECTED JUVENILE DELINQUENTS"**. This aims to determine the parenting experiences of selected juvenile delinquents.

In this regard, we may humbly request you to be our adviser. We believe that you could help us a lot in this endeavor.

Your approval to this request is highly appreciated. Thank you so much.

Sincerely yours,

  
**Merry Joy S. Manginlaud**

  
**Grazel Bebs T. Dabalos**

  
**Joan Cate A. Dосdos**

Approved By:

  
**STELLA KAREN M. BRANZUELA, Ph.D.**  
Thesis Adviser

## **APPENDIX G**

### Assignment of Research Personnel


**Assignment of Research Personnel**

This is to acknowledge acceptance of assignment as research personnel for the thesis entitled: **"PARENTING EXPERIENCES OF SELECTED JUVENILE DELINQUENTS"**.


**Name of faculty**


**Signature**

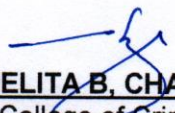
Adviser: **Stella Karen M. Branzuela**

  
\_\_\_\_\_

Statistician: **Ronnie Alejan**

  
\_\_\_\_\_

Noted by:   
**Leo Carlo B. Rondina, MS Crim**  
Research Coordinator

Approved by:   
**CARMELITA B. CHAVEZ Ph.D.**  
Dean, College of Criminal Justice Education

## **APPENDIX H**

Endorsement for Final Defense

**Endorsement for Final Defense**

This is to endorse the thesis manuscript entitled: **"PARENTING EXPERIENCES OF SELECTED JUVENILE DELINQUENTS"** prepared and submitted by **MANGINLAUD, MERRY JOY, DABALOS, GRAZEL BEBS AND DOSDOS, JOAN CATE**, for final defense. The paper has been evaluated by the research personnel listed below and was found to be compliant to the quality standards as provided in the University of Mindanao Research Manual.


**Name of faculty**

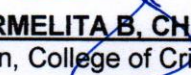
**Signature**

Adviser: **Stella Karen M. Branzuela**

Statistician: **Ronnie Alejan**

  
\_\_\_\_\_  
  
\_\_\_\_\_

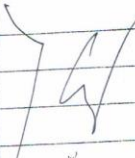

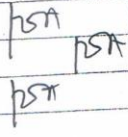
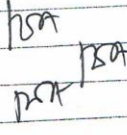


Noted by:   
**Leo Carlo B. Rondina, MS Crim**  
Research Coordinator

Approved by:   
**CARMELITA B. CHAVEZ Ph.D.**  
Dean, College of Criminal Justice Education

## **APPENDIX I**

### Consultation Form

Research Title: Parenting Experiences of Selected Teenage Delinquents  
 Course code: 40  
 Proponents: Dasdas, Joan Cate A.  
 Program: CCJE  
Dabalos, Granel Babs T.  
 Date enrolled: October 2017  
Manginland, Meraj Toy S.

	Name	Date received	Signature	Date released	Signature	Remarks
Adviser (5 days)	Prof. <del>Stella</del> <del>Karen</del> <del>Branguela</del> Branguela	July 04, 2018		Aug.		
		Aug. 2, 2018				
		Sep. 5, 2018				
		Sep 7, 2018				
Statistician (3 days)	Prof. Ronnie Alejan	Jan. 29, 2018				
		Feb. 12, 2018				
		Feb. 20, 2018				
Panel 1 (2 days)	Prof. Ivy & Malibon					
Panel 2 (2 days)	Prof Nestor Nabe					
Panel 3- RC (5 days)						
Dean/ Director (2 days)						
Editor/ Grammarian (3 days)	Prof. Marie Rara Castes					



## **APPENDIX J**

Letter to Conduct Survey/Data

January 23, 2018

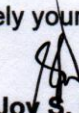
**CARMELITA B. CHAVEZ, Ph.D.**  
Dean, College of Criminal Justice Education  
University of Mindanao  
Davao City

Dear Ma'am:

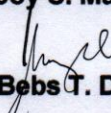
The undersigned criminology students wish to ask your approval for us to conduct a survey at Brgy.76-A, Bucana and Brgy.21-CPiapiBoulevard,Davao City on our approved thesis entitled: **"PARENTING EXPERIENCES OF SELECTED JUVENILE DELINQUENTS"**. We will distribute the survey questionnaires on their vacant and most convenient time and we will also coordinate to the Brgy. Captain and purok leader to the said Barangay for our assistance and safety.

Hoping for your positive and kind response. Thank you and more power.

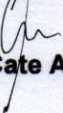
Sincerely yours,



**Merry Joy S. Manginlaud**



**Grazel Bebs T. Dabalos**



**Joan Cate A. Dosdos**

Approved By:



**CARMELITA B. CHAVEZ, Ph.D.**  
Dean, College of Criminal Justice Education

January 23, 2018

**HON. ROLANDO T. TRAJERA**  
Barangay Captain  
Bucana Boulevard, Davao City

Sir,

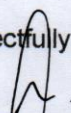
The undersigned Criminology students are conducting a research study on  
"PARENTING EXPERIENCES OF SELECTED JUVENILE DELINQUENTS".


In this regard, we would like to ask permission from your good office to allow us to  
conduct a survey among the juveniles parenting experiences located in Barangay  
76-A Bucana, Davao City by answering the questionnaire provided by the  
researchers. Their answers will serve as the primary data of the study.

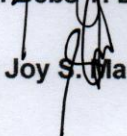
Your favorable response on this request would greatly help undersigned Criminology  
students.

Thank you very much.

Respectfully yours,

  
**Joan Cate A. Dosdos**

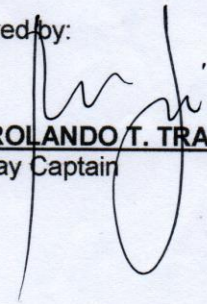
  
**Grazel Bebs T. Dabalos**

  
**Merry Joy S. Manginlaud**

Noted by:

  
**DEAN CARMELITA B. CHAVEZ, Ph.D.**  
Dean, College of Criminal Justice Education

Approved by:

  
**HON. ROLANDO T. TRAJERA**  
Barangay Captain

January 23, 2018

**HON. EDMUNDO ALTIZO Sr.**  
Barangay Captain  
Piapi Boulevard, Davao City

Sir,

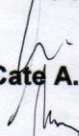
The undersigned Criminology students are conducting a research study on  
**"PARENTING EXPERIENCES OF SELECTED JUVENILE DELINQUENTS"**.

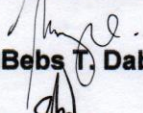
In this regard, we would like to ask permission from your good office to allow us to conduct a survey among the juveniles parenting experiences located in Barangay 21-C Piapi Boulevard, Davao City by answering the questionnaire provided by the researchers. Their answers will serve as the primary data of the study.

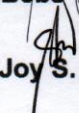
Your favorable response on this request would greatly help undersigned Criminology students.

Thank you very much.

Respectfully yours,

  
**Joan Cate A. Dosdos**

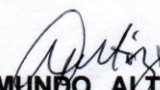
  
**GrazelBebis T. Dabalos**

  
**Merry Joy S. Manginlaud**

Noted by:

  
**DEAN CARMELITA B. CHAVEZ, Ph.D.**  
Dean, College of Criminal Justice Education

Approved by:

  
**HON. EDMUNDO ALTIZO Sr.**  
Barangay Captain

## **APPENDIX K**

### Certification of Appearance



Republic of the Philippines  
City of Davao  
Barangay 76-A, Bucana, Talomo District  
Tel. No.: 297-5483/299-0796/298-4296/296-6996

*Office of the Punong Barangay*

## CERTIFICATE OF APPEARANCE

TO WHOM IT MAY CONCERN:

This is to CERTIFY that the following names mentioned herein are students from University of Mindanao, to wit;

1. **Joan Cate A. Dosdos**
2. **Grazel Bebs T. Dabalos**
3. **Merry Joy S. Manginlaud**

Certifying further that said students has conducted a Survey particularly Parenting Experiences of Selected Juvenile Delinquents at Purok 8, Barangay 76-A, Bucana, Davao City held on January 23-27, 2018.

This certification is issued upon request of the above-named students as proof of their presence before this office and for whatever legal purpose it may serve.

Issued, this 1<sup>st</sup> day of October 2018, in Barangay 76-A, Bucana, Davao City, Philippines.

Certified by:

**HON. ROLANDO T. TRAJERA**  
Punong Barangay

NOT VALID WITHOUT SEAL

Attested by:

**MR. PEDRO M. MAAMO**  
Barangay Secretary



Republic of the Philippines  
Department of the Interior and Local Government  
Local Government Unit  
**OFFICE OF THE SANGGUNIANG BARANGAY**  
Barangay 21-C, Poblacion District, Davao City  
Tel. No. 224-3354

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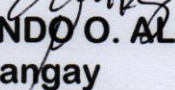
## **CERTIFICATE OF APPEARANCE**

### **TO WHOM IT MAY CONCERN:**

This is to certify that **MERRY JOY S. MANGINLAUD, GRAZEL BEBS T. DABALOS, JOAN CATE A. DOSDOS** for "Parenting Experiences of Selected Juvenile Delinquents" appeared in this office on January 23-27, 2018 .

This certification is for whatever legal purpose it may serve best.

Given this 24th day of **SEPTEMBER 2018** at Barangay 21-C, Poblacion District, Davao City, Philippines.

  
**HON. EDMUNDO O. ALTIZO SR.**  
Punong Barangay

## **APPENDIX L**

### Validator Result



January 12, 2018

**IVY Q. MALIBIRAN, MS Crim.**  
College of Criminal Justice Education  
University of Mindanao  
Matina, Davao City

Maam:

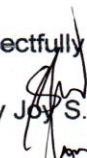
Greetings of peace!


The undergraduate are currently enrolled in Bachelor of Science in Criminology. As a essential of the undertaking in Research is the validation of instrument for gathering necessary information and data. The research title "**PARENTING EXPERIENCES OF SELECTED JUVENILE DELINQUENTS**".

In this regard, the undersigned would like to submit to your good office the attached instrument, i.e. the research-constructed questionnaire for your comments and suggestions, thus making the process of validating the said instrument.

The undersigned acknowledge your expertise in this particular endeavor. Thank you for any favorable action regarding this request.


Respectfully yours,

  
Merry Joy S. Manginlaud

  
Grazel Bebs T. Dabalos

  
Joan Cate A. Dosdos

Noted by:

  
Nestor C. Nabe, Ph.D  
Thesis Adviser

Approved by:

  
Ivy Q. Malibiran, MS Crim.  
Validator



## RESEARCH AND PUBLICATION CENTER

[ ] Main [ ] Branch \_\_\_\_\_

### QUESTIONNAIRE VALIDATION SHEET

Title of Research: PARENTING EXPERIENCES OF SELECTED JUVENILE DELINQUENTS  
 Proponents : Dosdas, Joan Cate, Dabalos, Gracyel Bebs, Manginland, Merry Joy

To the Evaluator: Please check the appropriate box for your ratings.

Point Equivalent:    5 – Excellent                      2 – Fair  
                                   4 – Very Good                      1 – Poor  
                                   3 – Good

	5	4	3	2	1
<b>1. CLARITY OF DIRECTION AND ITEMS</b> The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner.		/			
<b>2. PRESENTATION/ORGANIZATION OF ITEMS</b> The items are presented and organized in logical manner.		/			
<b>3. SUITABILITY OF ITEMS</b> The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, perceptions and attitude that are supposed to be measured.		/			
<b>4. ADEQUATENESS OF ITEMS PER CATEGORY</b> The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the questions needed for the research.		/			
<b>5. ATTAINMENT OF PURPOSE</b> The instrument as a whole fulfills the objectives for which it was constructed.		/			
<b>6. OBJECTIVITY</b> Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher.			/		
<b>7. SCALE AND EVALUATION RATINGS SYSTEM</b> The scale adapted is appropriate for the items.		/			

  
Ivy Q. Malibiran  
 Signature Above Printed Name

January 12, 2018

**EDUARDO C. BERCO Jr., MS Crim.**  
College of Criminal Justice Education  
University of Mindanao  
Matina, Davao City

Maam:

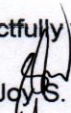
Greetings of peace!

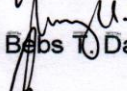
The undergraduate are currently enrolled in Bachelor of Science in Criminology. As a essential of the undertaking in Research is the validation of instrument for gathering necessary information and data. The research title "**PARENTING EXPERIENCES OF SELECTED JUVENILE DELINQUENTS**".


In this regard, the undersigned would like to submit to your good office the attached instrument, i.e. the research-constructed questionnaire for your comments and suggestions, thus making the process of validating the said instrument.

The undersigned acknowledge your expertise in this particular endeavor. Thank you for any favorable action regarding this request.

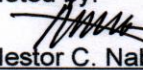
Respectfully yours,

  
Merry Joy S. Manginlaud

  
Grazel Bebs T. Dabalos

  
Joan Cafe A. Dosdos

Noted by:

  
Nestor C. Nabe, Ph.D  
Thesis Adviser

Approved by:

  
Eduardo C. Berco Jr., MS Crim.  
Validator



# RESEARCH AND PUBLICATION CENTER

[ ] Main [ ] Branch \_\_\_\_\_

## QUESTIONNAIRE VALIDATION SHEET

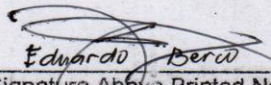
Title of Research: PARENTING EXPERIENCES OF SELECTED JUVENILE DELINQUENTS

Proponents: Diosdas, Joan Cate, Dabalos, Graciela Belos, Manginland, Merry Joy

To the Evaluator: Please check the appropriate box for your ratings.

Point Equivalent:    5 – Excellent                      2 – Fair  
                                   4 – Very Good                      1 – Poor  
                                   3 – Good

	5	4	3	2	1
<b>1. CLARITY OF DIRECTION AND ITEMS</b> The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner.		✓			
<b>2. PRESENTATION/ORGANIZATION OF ITEMS</b> The items are presented and organized in logical manner.		✓			
<b>3. SUITABILITY OF ITEMS</b> The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, perceptions and attitude that are supposed to be measured.		✓			
<b>4. ADEQUATENESS OF ITEMS PER CATEGORY</b> The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the questions needed for the research.		✓			
<b>5. ATTAINMENT OF PURPOSE</b> The instrument as a whole fulfills the objectives for which it was constructed.		✓			
<b>6. OBJECTIVITY</b> Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher.		✓			
<b>7. SCALE AND EVALUATION RATINGS SYSTEM</b> The scale adapted is appropriate for the items.		✓			

  
 Signature Above Printed Name

January 12, 2018

**AGNES R. CAPILI, MS Crim.**  
College of Criminal Justice Education  
University of Mindanao  
Matina, Davao City

Maam:

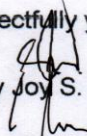
Greetings of peace!


The undergraduate are currently enrolled in Bachelor of Science in Criminology. As a essential of the undertaking in Research is the validation of instrument for gathering necessary information and data. The research title **"PARENTING EXPERIENCES OF SELECTED JUVENILE DELINQUENTS"**.


In this regard, the undersigned would like to submit to your good office the attached instrument, i.e. the research-constructed questionnaire for your comments and suggestions, thus making the process of validating the said instrument.

The undersigned acknowledge your expertise in this particular endeavor.  
Thank you for any favorable action regarding this request.


Respectfully yours,

  
Merry Joy S. Manginlaud

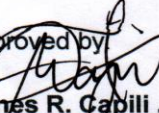
  
Grazel Bebs D. Dabalos

  
Joan Cafe A. Dosdos

Noted by:

  
Nestor C. Nabe, Ph.D  
Thesis Adviser

Approved by:

  
Agnes R. Capili, MS Crim.  
Validator



# RESEARCH AND PUBLICATION CENTER

[ ] Main [ ] Branch \_\_\_\_\_

## QUESTIONNAIRE VALIDATION SHEET

Title of Research: PARENTING EXPERIENCES OF SELECTED JUVENILE DELINQUENTS

Proponents : Desdas, Joan Cafe, Dabalos, Gerangel Debs, Marginaud, Merry Joy

To the Evaluator: Please check the appropriate box for your ratings.

Point Equivalent: 5 – Excellent                      2 – Fair  
 4 – Very Good    1 – Poor  
 3 – Good

	5	4	3	2	1
<b>1. CLARITY OF DIRECTION AND ITEMS</b> The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner.		/			
<b>2. PRESENTATION/ORGANIZATION OF ITEMS</b> The items are presented and organized in logical manner.		/			
<b>3. SUITABILITY OF ITEMS</b> The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, perceptions and attitude that are supposed to be measured.		/			
<b>4. ADEQUATENESS OF ITEMS PER CATEGORY</b> The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the questions needed for the research.		/			
<b>5. ATTAINMENT OF PURPOSE</b> The instrument as a whole fulfills the objectives for which it was constructed.		/			
<b>6. OBJECTIVITY</b> Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher.		/			
<b>7. SCALE AND EVALUATION RATINGS SYSTEM</b> The scale adapted is appropriate for the items.		/			

*Agnes Capili*

Signature Above Printed Name

## **APPENDIX M**

Sample Questionnaire/Data





what he/she is doing.					
You don't check that your child comes home at the time she/he was supposed to.					
You don't tell your child where you are going.					
Your child comes home from school more than an hour past the time you expect him/her.					
<b>INCONSISTENT DISCIPLINE</b>	5	4	3	2	1
You threaten to punish your child and then do not actually punish him/her.					
Your child talks you out of being punished after he/she has done something wrong.					
You let your child out of a punishment early (like lift restrictions earlier than you originally said).					
Your child is not punished when he/she has done something wrong.					
The punishment you give your child depends on your mood.					
<b>CORPORAL PUNISHMENT</b>	5	4	3	2	1
You spank your child with your hand when he/she has done something wrong.					
You slap your child when he/she has done something wrong.					
You yell or scream at your child when he/she has done something wrong.					
You use time out (make him/her sit or stand in a corner) as a punishment.					
You hit your child with a belt, switch, or other object when he/she has done something wrong.					

## **APPENDIX N**

Certification (Statistician)

January 23, 2018

**RONNIE ALEJAN**  
College of Arts and Science Education  
University of Mindanao  
Matina Campus, Davao City

Dear Sir,

We undersigned criminology students would like to ask your approval on our thesis entitled: **"PARENTING EXPERIENCES OF SELECTED JUVENILE DELINQUENTS"**. This aims to determine the parenting experiences of selected juvenile delinquents.

In this regard, we may humbly request you to be our statistician. We believe that you could help us a lot in this endeavor.

Your approval to this request is highly appreciated. Thank you so much.

Prepared By:



**Joan Cate A. Dosdos**



**GrazelBebis T. Dabalos**



**Merry Joy S. Manginlaud**

Approved by:



**RONNIE ALEJAN**  
Statistician

## CERTIFICATION

This is to certify that the thesis manuscript/feasibility study/ business plan entitled: **“PARENTING EXPERIENCES OF SELECTED JUVENILE DELINQUENTS”** prepared and submitted by **MANGINLAUD, MERRY JOY, DABALOS, GRAZEL BEBS AND DOSDOS, JOAN CATE**, has been reviewed and edited by the undersigned according to the format and standards prescribed by the UM Research and Publication Center.

  
**RONNIE ALEJAN**  
Statistician

**APPENDIX O**  
Curriculum Vitae



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### **PERSONAL INFORMATION**

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