

Lived Experiences of Parents with Delinquent Children

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Bachelor of Science in Criminology

by

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APPROVAL SHEET

This thesis entitled “**LIVED EXPERIENCES OF PARENTS WITH DELINQUENT CHILDREN**” prepared and submitted by Eunice Angela Malabo, Winilyn Gabas, Jayravel Calunsag, Jhasmin Santander in partial fulfillment of the requirements for the degree of Bachelor of Science in Criminology, has been examined and is recommended for acceptance for Oral Examination.

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ABSTRACT

Being a parent of a delinquent child can be an emotionally challenging and isolating experience, filled with moments of self-doubt and concern for their future. This phenomenological study explored the lived experiences of 10 parents in Barangay Tinago, Ozamiz City, using qualitative methods to uncover the universal essence of parenting delinquent children. Participants, aged 35-55, included five single parents and five married, all of whom voluntarily participated in face-to-face interviews. Four predominant themes emerged from the data: 1) Emotional and Psychological Struggles, 2) Professional , The study highlighted the importance of holistic approaches, including early intervention, family involvement, and access to structured support systems like therapy and community programs. Informal networks, such as friends and family, also played a crucial role in providing emotional and practical support, reducing feelings of isolation. Findings emphasize the need for targeted interventions addressing societal stigma and providing mental health support to empower parents and improve family dynamics. By fostering resilience and strengthening support systems, parents can better manage their challenges, guide their children effectively, and promote recovery and reintegration within their families and communities.

Keywords: *Coping Strategies, Delinquent Children, Juvenile Delinquency, Parents, Support Systems.*

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The Researchers

DEDICATION

With all our hearts, we dedicate this achievement to our beloved families.

Your boundless sacrifices, constant prayers, and unwavering support financial, emotional, and moral have been the foundation of our strength on this journey. Through every challenge, your encouragement lifted us up, and for this, we are eternally thankful.

To our friends, thank you for your steadfast support and companionship. Your presence made this journey lighter and filled with shared joy and laughter.

This accomplishment is as much yours as it is ours.

The Researchers

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CHAPTER ONE INTRODUCTION

A. Rationale of the Study

Juvenile delinquency has been on the rise as well as the number of delinquents that go to remand homes to forestall the continuous perpetration of criminal behaviors through rehabilitation, reformation, and reintegration (Okah et al., 2024). The problem of juvenile delinquency is a social phenomenon that has existed throughout the history of humanity and a social issue that not only affects the growth of the economy and the maintenance of social security and order but also has a significant impact on the function and role that the family of juvenile offenders plays in society (ThiThu et al., 2023). This tendency for juveniles to indulge in criminal activity while belonging to groups can be traced to the fact that juvenile peer groups have certain unique characteristics, such as hierarchical organization, high levels of social cohesiveness, and a code of behavior that is based upon a common rejection of the values and experiences of adults. Delinquent or criminal behavior is caused by certain groups and juvenile subcultures (subcultures of violence) that tend to use violence and aggression as an acceptable and even preferable means of solving interpersonal conflicts (Mwangangi, 2019).

The society welcomes the aspect of the residents being social, living in harmony with the set norms that directly relate well to their traditions, beliefs, and values. The juveniles are no exception though usually not subjected to prisons, making the government adopt various inventive approaches like rehabilitation to support and ensure that social reintegration is efficient even after the care, protection, correction, and re-unification back into their communities (Kiruki, 2020). Subsequently, studies have been conducted to determine whether organizational-based extracurricular activities prevent juvenile delinquency (Johnson & Lee, 2020). It argues that extracurricular activities keep them busy throughout the year. Thus, preventing juveniles from participating in delinquent acts (Smith 2022).

In contrast, other scholars have found that juveniles involved in extracurricular activities, such as sport-based activities, have not had the intended effect (Anderson & Shadwick 2023). Studies suggest that familial factors, such as poor parental management, broken families, absence of parental involvement, inadequate supervision and monitoring, and parental inconsistency, are frequently considered hazardous for upcoming delinquency or crime among children (Jangam et al., 2022). Intervention to change parents' mistaken beliefs about their children's attendance behaviors has been found to improve school attendance (Lasky-Fink et al., 2021).

Parents are instrumental in linking youth to healthcare during reentry, dispelling prevailing myths that parents of incarcerated youth are inattentive and that youth do not want their help. Efforts that support and enhance parent engagement in access to care during reentry, such as by actively involving parents in pre-release healthcare planning, may create stronger linkages to care. Parents differed in the extent to which they felt responsible for motivating their children to seek care. They want their teen to seek care, make their child feel cared for, and thus motivate them to seek healthcare (Barnert et al., 2021).

The prevalence of delinquency is a growing concern among individuals within the community, affecting its relation among parents (Wilson, 2024). Parental Action is a potential intervention to reduce the probability of a juvenile becoming delinquent. Their role is to give proper guidance toward their child to be a law-abiding individual in the community. Parents are the architects of their children's foundation, nurturing their growth and development across all facets of life. From the moment a child is born, parents provide the essential care and support needed for physical well-being, ensuring their basic needs for nourishment, safety, and health are met (Galindo, 2023).

Parent engagement in adolescents' healthcare has been shown to improve outcomes for high-risk teens. Youth expressed that if they do not feel cared for by their parents, it dissuades them from caring enough about themselves to seek care, thus posing a barrier to accessing services. Youth and parents also noted that a parent's role in helping their youth access healthcare is unique because a probation officer could not love a child the way a parent does. Youth and parents felt that parents provided practical and emotional support in facilitating youths' access to care during reentry. The ways that parents facilitate youths' access to healthcare during reentry (Barnert et al., 2021).

Living out of family-based care involves exposure to challenges, such as a lack of basic resources, the risk of being recruited into gang groups, stigmatization and discrimination, susceptibility to health problems, exposure to frequent abuse and exploitation, involvement in risky sexual behavior, substance abuse, and the development of trauma due to related experiences (Abate et al., 2022; Chowdhury et al., 2020; Nnama-Okechukwu & Okoye, 2019). Their study emphasized that children's exit from residential care via the reunification process produces an increase in hope and hence greater psychological well-being, especially when it is accompanied by reunification support, such as access to appropriate resources and follow-up services. Therefore, a focus on the psychological well-being of children to be reunified through hope will improve reintegration outcomes. Differences in access to resources and psychological well-being have been observed between children in residential care facilities and those already reunified with primary caregivers.

Parenting a child is hard to determine where and how they will be suitable for guidance but parents hesitate to do their best because they thought it would be useless in doing so (Rohmalimna, 2022). This could be a way of having the parents be open and less intimidating when it comes to handling their children, especially for those who have been juvenile offenders. They need extra effort and patience to heal the unfortunate happenings in their lives.

This study aims to fill a gap in the literature on delinquency and its impact on families by focusing on the lived experiences of parents with delinquent children (Aazami et al., 2023). Despite quantitative research providing insights into the prevalence and risk factors, there is a lack of comprehensive understanding of the subjective experiences, emotions, and coping strategies of parents navigating this challenging terrain (Karakitsiou et al., 2024). Understanding the specific needs and effective coping strategies of parents can lead to the development of targeted interventions and more empathetic, family-centered approaches in both policy and practice.

The study is significant for several reasons, including informing the development of targeted interventions and support services tailored to the specific needs of this demographic, enhancing existing support systems, and serving as a valuable resource for professionals in addressing juvenile delinquency and supporting families in crisis. By sharing the experiences of these parents, the study aims to build empathy, improve understanding, and offer practical solutions in both research and real-life settings (Kim et al., 2020). Overall, the study aims to enhance our understanding of the specific challenges faced by parents of delinquent children, ultimately leading to more effective support mechanisms, improved family outcomes, and better-informed approaches to addressing juvenile delinquency.

B. Theoretical Framework

This study is anchored on the Social Learning Theory by Albert Bandura (1979), Parent Development Theory by Barbara A. Mowder (2005) and Attachment Theory by John Bowlby (1907).

Social Learning Theory (Bandura, 1979) emphasizes the importance of observing, modeling, and imitating the behaviors, attitudes, and emotional reactions of others. This theory emphasizes the role of modeling and imitation in influencing human behavior. Individuals learn new skills, ideas, and social standards by seeing the results of others' actions, which then impact their own behavior. Social learning theory implies the interactive aspect of learning, in which environmental circumstances, personal qualities, and behavior all impact one another, adding to the challenges of human social behavior and development. According to Bandura (1979), observation can occur in the environment in which the children live or in social settings; at home, in school, and in the neighborhood.

Building upon the Social Learning Theory (Bandura, 1977), which looks at how parental behaviors mirror positive social skills development and observational learning for juvenile offenders. Consequently, the idea that parents, as the primary agents of socialization, have a considerable impact on their children's behavior, attitudes, and development. Effective parenting acts include emotional support, direction, and constant reinforcement of pro-social ideals and behavior (Ambursa et al., 2024). Parents can reduce the chance of reoffending by creating a caring and disciplined environment that promotes healthy adjustment and community reintegration for juvenile offenders. Moreover, Parent Development Theory emphasizes the significance of continual parental growth and flexibility as parents negotiate the intricacies of guiding their children through the difficult process of getting back into society after being incarcerated. Although the approach appears less mechanistic than behaviorism, social learning theorists generally do not believe in free will and take a deterministic view of human behavior. Their emphasis on the role of cognitive and motivational factors may appear to give freedom of choice. (Savatia et al., 2020).

Based on Bandura's (1977) premise that children acquire behaviors through modeling and reinforcement contingencies in the context of social interaction, one could argue that children who grow up with domestic violence learn through modeling and imitating behavior that violence is normal and adequate behavior to deal with problems. A third powerful perspective drawing from criminology is social control theory, with a strong focus on the importance of attachments to parents, involvement in conventional activities, commitment (stake in conformity), and beliefs as constraints on getting involved in delinquency. From the perspective of social control theory, one could argue that parental violence decreases all four elements of the social bond. Abused juveniles may avoid their parents, reducing direct control; they may reduce their emotional bond to the parents, reducing their stake in conformity (Widom & Willson, 2015; Hirshi, 1969; Steketee et al., 2019).

Parent Development Theory (Mowder, 2005). A perspective understanding individuals parenting perceptions and behavior. This theory posits that parents, as primary agents of socialization, significantly influence their children's behavior, attitudes, and overall development. Effective parental actions encompass emotional support, guidance, and consistent reinforcement of pro-social values and behaviors. By fostering a nurturing and structured environment, parents can mitigate risk factors associated with reoffending and promote positive adjustment and community reintegration for juvenile offenders.

Parent Development Theory (Mowder, 2005) is proposed to explain how individuals' perceptions of parenting are modified over time. As children progress from childhood to adulthood, their parents' perceptions regarding the parent role change and develop. It has been studied in a variety of settings, including adolescent parenthood (Sudhalter & Rogge, 2022). This study looked at parenting techniques used by parents of teenagers to deal with the challenges of this developmental stage. The results provided

evidence in favor of parent development theory by showing how parents modify their communication methods and create new coping strategies in response to the shifting requirements of their teenagers.

The present study therefore proposes and examines a path model to explain delinquency by addressing the role of parents and peers attachment in determination of religious orientation leading to moral character. The objective was to develop an understanding of the underlying mechanism of protective factors including interpersonal relations, and religious orientation in shaping morality against an undesired social behavior (Munir et al., 2020). Examining how parents handle the difficult feelings and circumstances that arise when their child exhibits delinquent conduct is made easier by using the lens of Parent Development Theory (Mowder, 2005). We can learn more about how these difficulties affect their development as parents by delving into their lived experiences. They may discover that resolving legal issues, creating a support structure, and learning new ways to communicate with their child help them undergo a personal metamorphosis.

Attachment theory was first developed by John Bowlby (Cassidy & Shaver, 2002). Bowlby was concerned with the closeness and emotional bonds that are developed between children and caregivers. Attachment theory explains how the parent-child relationship emerges and influences subsequent development. It is a psychological explanation for the emotional bonds and relationships between people.

This theory suggests that people are born with a need to forge bonds with caregivers as children. These early bonds may continue to have an influence on attachments throughout life. It proposes that the physical attachment between parent (typically the mother) and child leads to a sense of physical and psychological security. Nonresponsive or rejecting interactions with a caretaker lead the child to feel anxiety, insecurity, and low self-esteem.

These psychological insecurities inhibit the child's formation of satisfying relationships with others, including, eventually, his or her own children. Thus, attachment theorists propose that neglecting and abusive behaviors are transmitted across generations. Attachment theory has been criticized for a failure to conceptualize family dynamics other than the mother-child dyad and to integrate social and cultural factors such as poverty and unemployment. However, attachment theory's emphasis on psychological security and interpersonal relationship is an important contribution to an understanding of the psychodynamics of abuse (Anderson, 2008).

Attachment theory looks at how early relationships with caregivers shape how people behave and handle situations later in life. For example, parents who have secure attachment styles are likely to be more confident and effective in managing their child's behavior. On the other hand, parents with insecure attachment styles might struggle more with stress and consistency, which can make dealing with their child's problems harder.

It is also important to look at the child's attachment style. Kids who have insecure or disorganized attachments might show more problematic behaviors, including delinquency. By applying attachment theory, you can get a clearer picture of how these attachment patterns affect both parenting and the child's behavior. This understanding can help in developing better support and intervention strategies, like therapies that focus on improving attachment and parenting skills to better manage and address these issues.

C. Conceptual Framework

This study's concept are based on themes generated, such as the emotional and psychological struggles of parents, coping strategies and resilience, effectiveness and support system for parents, and advance insights in managing delinquent behavior.

➤ *The Emotional and Psychological Struggles of Parenting Delinquent Children*

Childhood emotional abuse occurs when young persons' expressive and emotional needs such as affection and acknowledgment are not met by the child's biological parents and/or primary caregivers. This may occur because of weak parenting skills or lack of emotional expression from the parents who may under-respond to their child's emotional needs, which in turn could cause psychological harm either deliberately or else by oversight (Galdies, 2023). Parenting delinquent children often presents emotional and psychological struggles that profoundly impact caregivers. Parents experienced changed perspectives in their role as parents, obtaining more of a calmness inside them and being less anxious (Ansar, 2022). Parents may experience feelings of guilt, self-blame, and inadequacy, questioning their abilities and decisions. Furthermore, measures of harsh parenting and adolescent outcomes vary widely across studies; social desirability bias and stigma around mental health and adverse parenting behaviors make it crucial to address measurement error in analyses, particularly with self-reported indicators. Understanding pathways to adolescent emotional and behavior problems is necessary to identify leverage points for intervention (Marcal, 2021). The burden of handling troublesome behaviours, along with societal judgement, can cause increased anxiety, sadness, and even social isolation. Emotional weariness is typically caused by continual confrontations, and concern for the child's future and safety can exacerbate these challenges. Psychologically, parents may alternate between optimism and despair as they battle to reconcile their unconditional love for their kid with the stress of coping with repeated challenges. These problems highlight the importance of emotional support, counseling, and community services to assist parents in navigating the intricacies of raising a delinquent kid while preserving their own mental health.

➤ *Presence of Professional and Community Support*

The effectiveness of parenting strategies often depends on the strength and availability of a dependable support system. A reliable network of support, including family, friends, community resources, and professional services, can significantly alleviate the stress associated with raising children, particularly in challenging situations. Support systems provide parents with emotional encouragement, practical advice, and access to resources such as counseling, parenting workshops, and peer support groups. As effective interventions for juvenile offenders should target multiple social domains, guidance for interventions that reflect the interrelatedness of risk factors to most efficiently and effectively serve youth in the various environments in which youth engage in and the people with whom youth regularly interact are discussed (Pyle et al., 2019). These networks also help reduce feelings of isolation and build parents' confidence in their ability to address their children's needs effectively. A multi-systemic model of resilience suggests that the capacity of one system to cope with atypical stress improves the capacity of co-occurring systems (Twum-Antwi et al., 2019). Moreover, collaborative efforts between parents, educators, and social services can enhance the implementation of tailored strategies, ensuring a comprehensive approach to addressing family challenges. A well-functioning support system not only empowers parents to navigate difficulties but also strengthens family dynamics and fosters positive outcomes for children.

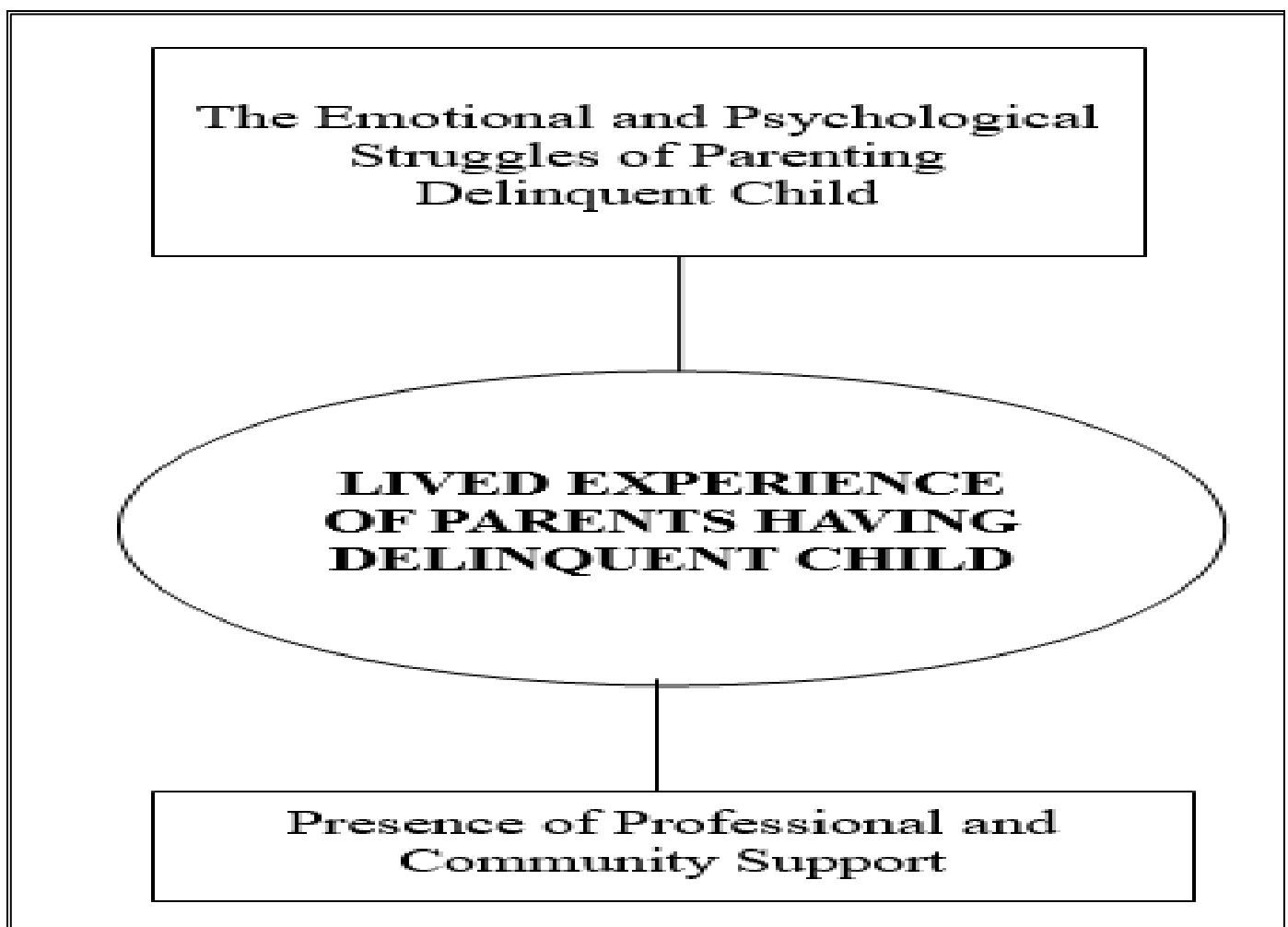


Fig 1: Schematic Diagram of the Study

D. *Statement of the Problem*

The purpose of this study was to explore the lived experiences of parents with delinquent children.

➤ *Specifically, this Study Sought to answer the Following:*

- How does having a delinquent child affect the emotional and psychological well-being of parents?
- What coping mechanisms have you employed by the parents with delinquent children?

CHAPTER TWO METHODOLOGY

A. Design

This study utilized qualitative study. Phenomenological research is a qualitative research approach that seeks to understand and describe the universal essence of a phenomenon. In this case, it involved interviewing parents of juvenile offenders to gain insights into their personal experiences, challenges, and views regarding their role and actions in supporting their child's reintegration into society after being involved in the juvenile justice system. This gives the researchers a deep understanding of parents' real-life experiences, feelings, and the meanings they attach to their actions in supporting their child's successful reintegration. With an emphasis on how parents can make a difference, the researchers can gain more insight into what works and what doesn't in the process of reintegrating young offenders by hearing their stories and reflections.

B. Setting

The study was conducted in one of the cities of Misamis Occidental, Philippines. located in the province of Misamis Occidental, Philippines, is a charming and progressive city. Situated on the northwestern coast of Mindanao, the city is renowned for its natural beauty, welcoming locals, and vibrant culture. However, like any community, Ozamiz City is not exempt from facing difficulties in parenting children, especially those juvenile offenders within their homes.

C. Participants

The study includes 10 participants who live in Ozamiz City. This will be selected through purposive and snowball sampling. The criteria for the selection of the participants include the following: 1) those parents with delinquent children; 2) those who are willing to participate.

D. Instrument

The study utilized qualitative interviewing as a data-gathering instrument. The researchers have an open conversation with the participants to understand their experiences and views. It starts with building trust through friendly talk. The researchers ask open-ended questions from a prepared guide. As the participant shares, the researchers carefully listen, taking notes or recording with permission. Follow-up questions allow for a deeper discussion of interesting points raised. Participants are free to freely share their individual stories and points of view regarding the research topic because of the format's flexibility and informality. Before the interview ends, the participant has a further chance to add any final remarks.

E. Data-Gathering Procedure

Before the actual interviews, the researchers sought permission from the Dean of the College of Criminology to conduct the study, and a request letter was submitted to the Office of the City Mayor as well as the Barangay. Captain, and they were provided with detailed information about the purpose of the study and the interview process. Informed consent was obtained from each participating parent, ensuring their voluntary participation and understanding of the study's objectives.

During the interviews, the researchers used a voice recorder and took notes to ensure the accuracy and completeness of the responses provided by the firefighter participants. These techniques were employed to maintain the integrity of the collected data. Participants were assured of the confidentiality of their responses, and measures were implemented to protect their privacy and anonymity. In compliance with ethical principles, the researchers followed the guidelines established by Republic Act No. 10173, also known as the "Data Privacy Act of 2012," to safeguard the privacy and security of the firefighters' personal information and data.

F. Ethical Considerations

Universities are continually enhancing measures to protect the dignity and welfare of research participants due to the significance of ethical considerations in research and the complexities involved in conducting future studies. The study's objectives were clearly communicated to participants, emphasizing confidentiality and anonymity throughout the research process. After conducting interviews, recorded data was converted and immediately deleted to safeguard participants' privacy.

During the research, we will follow strict rules to be fair and respectful to everyone involved. First, we let people talk openly without feeling judged so they could share their experiences comfortably. Second, we made sure to treat everyone with kindness and protect their feelings and safety. Lastly, we kept all the information we collected private and didn't share it with anyone else. We talked to people one-on-one in private places they chose, and we got permission from the university to do the study. Before starting, we filled out all the necessary paperwork to make sure we were doing things the right way and keeping everyone safe.

G. Data Analysis

Before the actual interview and answering the questionnaires, the researcher sought permission from the Dean of the College of Criminology to conduct the study. The potential participants were identified and provided with detailed information about the purpose of the study and the interview process. Informed consent was obtained from each parent, understanding the experiences having a delinquent child will be used for research purposes, ensuring their voluntary participation and understanding of the study's

objectives. The analysis began after all the participants' data were gathered. Once the questionnaires were collected, the researchers started by organizing and identifying the responses provided by each participant.

In this study, Moustakas' (1994) data analysis technique of phenomenological reduction was employed. The transcripts of all participants, obtained from the interviews, were analyzed using Moustakas' methods. The following steps were followed in the phenomenological reduction to guide the analysis of the gathered data: (1) Bracketing, (2) Horizontalization, (3) Clustering into Themes, (4) Textural Description, (5) Structural Description, and (6) Textural-Structural Synthesis.

Bracketing was utilized to mitigate the effects of preconceived notions and perceptions before the study. It involved suspending judgments and biases, or 'epoche,' to facilitate a deep level of inquiry across various stages of the research process, such as topic and population selection, interview design, data collection and interpretation, and dissemination of research findings.

Horizontalization refers to listing all relevant verbatim expressions for the study. Each statement was initially considered with equal value, and irrelevant, repetitive, overlapping, or out-of-scope statements were disregarded. The remaining sections, known as horizons, constituted the meaningful parts of the phenomenon. According to Moustakas (1994), horizons are unlimited, and horizontalization is an ongoing process.

Clustering, the third step, involved deriving inferences from the study. Experiences were reduced to invariant horizons, core themes were created, and the validity of the invariant horizons was ensured using multiple data sources. Statements were clustered into themes, ensuring each theme conveyed a single meaning, and thus forming a "textural language." To validate the obtained invariant horizons, findings from research studies using methods other than the ones employed in this study (e.g., observation, field note taking, focus group interviews, and related literature) were reviewed. This validation process was crucial for accuracy and clarity in representation.

Textural description, or 'what occurred,' entailed providing an account that described the participants' perception of the phenomenon. Verbatim excerpts from the interviews were used to derive meaning units, which were then narrated within the themes. Structural description, or 'how it occurred,' involved integrating imaginative variation into the textural description. Imaginative variation refers to an ingenious outlook and insights detached from natural inclination through epoche. It was incorporated into each paragraph of textural descriptions to generate a structural description.

In the textural-structural synthesis process, the meaning units from each participant were collated to create a composite of textural and structural descriptions that were common among them. A narrative or synthesis was presented in the third person perspective, representing all the participants. The primary goal of this final step in Moustakas' method was to capture the essence of the phenomenon's experience.

The participant's responses in the study were analyzed using the NVivo software, which facilitated the identification of the final themes.

CHAPTER THREE

RESULTS AND DISCUSSION

A total of 10 participants voluntarily participated in the face-to-face interviews. Their ages ranged from 35-55 and with different status. Five (5) participants identified themselves as single parents and five (5) participants identified as married. All 10 participants who signed the informed consent were part of the study, and none of them withdraw their consent during entire interview. Out of experiences expressed by the participants, four predominant themes emerged from their responses. These themes are the following: 1) The Emotional and Psychological Struggles of Parenting Delinquent Children; 2) Presence of Professional and Community Support.

A. The Emotional and Psychological Struggles of Parenting Delinquent Children

The emotional and psychological struggles of parenting delinquent children are complex and multifaceted. Parenting delinquent children may result in deep emotional and psychological difficulties for parents, influenced by a variety of causes. A key aspect is the stigma and societal judgement that parents might endure, which can lead to feelings of shame, guilt, and isolation. Parents may blame themselves for their child's behaviour, experience self-doubt, and question their parenting ability.

Participants strongly emphasize how emotional and psychological factors that cause frustration and helplessness as they struggle to guide their child toward better behavior.

"The most difficult part is the constant worry. You never know what kind of trouble they'll get into next, and it's mentally exhausting. There are also feelings of guilt, wondering if we did something wrong, if we lack discipline, or if we could have done more to prevent this. It's also hard when people outside the family judge you, not knowing what you're going through at home. I first noticed changes when he was around 13. He started becoming more withdrawn, skipping school, and hanging out with a new group of friends who weren't the best influence." (P6)

"The main challenge has been dealing with his rebellion. My son is smart, but he's making choices that are going to have a serious impact on his future, and it's so frustrating because he's not listening. I feel like I'm losing him. It's also hard balancing my time at work and making sure my other two kids aren't getting overlooked. I started noticing changes around the beginning of last year when my son started high school. He started hanging out with a new group of friends, kids who weren't exactly the best influence." (P7)

"The worry is relentless. I'm always wondering where my son is, what trouble he might be getting into, and whether he'll end up in serious legal trouble. It's exhausting, but I never lose hope. The worry is relentless. I'm always wondering where my son is, what trouble he might be getting into, and whether he'll end up in serious legal trouble." (P8)

"It makes me anxious and worried at the same time. For me, it's the guilt and stress. I was guilty of not being able to avoid substances like alcohol; instead, I introduced it to him at the wrong time. When he started being curious at the age of nearly 16, increasing the circle of friends at school." (P9)

"It's draining. I'm worried about where he is or who he's with. And when I see him make bad decisions, it hurts. I feel like I've failed him in some way, and I wonder what I could have done differently. The constant worry and stress have affected my health, and I find myself more anxious and exhausted than ever before." (P10)

The emotional and psychological struggles of parenting delinquent children have significant implications for both parents and the broader support systems around them. For parents, the stigma and societal judgment they face can exacerbate feelings of shame and isolation, potentially leading to mental health issues such as depression, anxiety, or chronic stress. These emotional burdens may impair their ability to effectively address their child's behavior, creating a cycle of frustration and helplessness. Parents might also withdraw from social networks or community engagement, further diminishing their access to support and resources.

On a systemic level, these struggles highlight the need for accessible mental health support and educational programs tailored to parents of delinquent children. Support groups, counseling services, and interventions that address both emotional well-being and parenting strategies can empower parents to navigate these challenges. Moreover, addressing societal stigma through public awareness campaigns can foster a more empathetic and inclusive environment, reducing the isolation parents feel and encouraging them to seek help without fear of judgment. Recognizing and addressing these multifaceted struggles is essential for supporting parents and promoting healthier family dynamics.

B. Presence of Professional and Community Support

Having access to professional and community assistance allows individuals to receive help, guidance, and resources when encountering difficulties. Professional assistance, including doctors, teachers, counselors, or legal professionals, guarantees that people obtain expert opinions and resolutions. The stigma and isolation that come with having a delinquent child can overwhelm

parents, but these techniques also help them manage stress. Managing their children's disruptive habits while preserving family stability frequently calls for ongoing adaptation and tenacity.

How parents respond to the challenges presented by their children's behavior is greatly influenced by their resilience. In order to deal with the unpredictable nature of their child's behavior, many parents exhibit resilience by developing emotional fortitude and patience. They frequently get better problem-solving abilities and figure out methods to keep helping their kids at home in spite of the emotional toll. Even though the situation is still harsh, their ability to maintain optimism and adjust to the constant challenges makes them more resilient to hardship.

"I contact DSWD. I've also gone to school to beg for assistance, but they handed me a booklet and encouraged me to "talk to them" more. It isn't easy because I'm doing multiple jobs, and my job always consumes my time. Still, I try everything I can, but there is no change at all." (P1)

"We've accessed a few community resources. There's a local youth program that helps with mentoring, and they've been really good at providing support for both my son and for us as parents. They also helped connect us with a local group for parents of troubled teens, which has been useful for knowing we're not the only ones going through this. The school counselor has also been a good resource, but I sometimes feel that the system ties their hands." (P7)

"We've accessed a few community resources. There's a local youth program that helps with mentoring, and they've been really good at providing support for both my son and for us as parents. They also helped connect us with a local group for parents of troubled teens, which has been useful for knowing we're not the only ones going through this. The school counselor has also been a good resource, but I sometimes feel that the system ties their hands." (P8)

"I heard that parenting workshops is really better but, I prefer not having one since i don't have much time to get one. Plus, my family is with me in this journey." (P9)

The coping strategies and resilience demonstrated by parents of delinquent children have significant implications for their well-being, family dynamics, and the effectiveness of interventions. By seeking emotional support from trusted friends, family, or faith-based communities, parents create essential outlets to manage stress and combat the isolation often associated with their situation. These strategies highlight the critical role of social and emotional support systems in mitigating the mental health challenges parents face. Programs that encourage peer-to-peer support and provide access to counseling can amplify these coping mechanisms, fostering a sense of community and reducing the stigma surrounding delinquent behavior.

The resilience displayed by parents has broader implications for managing family stability and long-term outcomes for their children. Resilient parents often develop enhanced emotional regulation, problem-solving skills, and the ability to adapt to challenging circumstances, which are crucial for navigating their child's unpredictable behavior. This adaptability not only helps maintain a functional household but also serves as a model of perseverance and emotional strength for their children. Interventions aimed at fostering parental resilience—such as workshops on stress management, communication, and self-care—can empower parents to remain hopeful and proactive, ultimately contributing to healthier family relationships and better outcomes for both parents and children.

CHAPTER FOUR

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The study explored the lived experiences of parents of delinquent children in Ozamiz City. The phenomenological research design was used in the study. The study includes 10 parents Barangay, Tinago, Ozamiz City who are purposively identified parents that have delinquent children. The interview guide was the tool used to gather the data. The Moustakas data analysis was used in the study.

A. Findings

- Parents of delinquent children experience profound emotional and psychological challenges, often intensified by societal stigma and judgment. These feelings of shame, guilt, and isolation can lead to mental health issues such as chronic stress, anxiety, or depression. Such struggles not only affect parents' well-being but also diminish their ability to guide their children effectively.
- Parents demonstrate resilience through coping strategies such as seeking support from trusted individuals, engaging in self-care, and drawing strength from personal beliefs or faith. This resilience helps them manage stress and adapt to the unpredictable nature of their child's behavior. Over time, many parents develop emotional fortitude and problem-solving skills, which are essential for maintaining family stability.

B. Conclusion

- The emotional and psychological toll on parents of delinquent children is profound, often exacerbated by societal stigma and judgment, leading to mental health challenges that hinder their ability to support their children effectively. Addressing these emotional struggles is crucial to empowering parents and improving family dynamics.
- Parents exhibit resilience by employing various coping strategies, such as seeking emotional support, engaging in self-care, and relying on personal beliefs or faith. This resilience fosters emotional fortitude and adaptability, enabling parents to manage the challenges of their child's behavior and maintain household stability.

C. Recommendations

- The emotional and psychological challenges faced by parents of delinquent children underline the critical need for targeted interventions that address societal stigma and provide mental health support. Empowering parents to manage these struggles can improve their well-being and enhance their capacity to guide their children effectively.
- The resilience demonstrated by parents in navigating their children's delinquent behavior highlights the importance of fostering coping strategies and emotional adaptability. Encouraging self-care, social connections, and reliance on personal beliefs can help parents maintain family stability and overcome the challenges they face.
- Accessible and consistent support systems are vital for alleviating the burdens on parents of delinquent children. Strengthening both formal programs, like therapy and community resources, and informal networks, such as family and friends, can provide comprehensive assistance and reduce parental isolation.
- A holistic approach to managing delinquency, as well as to provide safe space for sharing as to seek guidance from experts and support to others that build trust and offer valuable support for both parents and wider community.

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APPENDIX A

INTERVIEW PROTOCOL

A. Introduction

- Introduces Self
- Discusses the purpose of the study
- Make the respondent feel comfortable
- Ask participant's name and occupation

B. Before the Interview Begins, the Participants will be Informed that:

- Inform the participant that his/her identity will remain confidential throughout the study.
- Inform the participant that the interview will be audio recorded and will only be used for the research study only.
- Inform the participant of his/her right of refusal at any time before or even during the interview without penalty.

C. Opening Questions (Participant's Profile)

- Can you share a bit about your family and your role as parent/s?
- How would you describe your relation with your child?
- How often do you feel helpless when dealing with your child's delinquent behavior?

➤ *SOP 1: How does having a delinquent child affect the emotional and psychological well-being of parents?*

- What are the main challenges you encountered of having delinquent child?
- When did you notice changes in your child's behavior?
- What were the initial signs of concern for you?

➤ *SOP2: What strategies and coping mechanisms do parents employ to manage and navigate the challenges associated with raising a delinquent child?*

- What strategies or resources have you found helpful in coping with these challenges?
- Were there moments that you decided on strategizing on certain situations?
- When have you seek advice or guidance from professionals, family, or friends? If yes, what advise helped the most?

➤ *Closing Question*

- What advice can you give to other parent/s in managing their child's behavior and emotional well being?

APPENDIX B

INTERVIEW TRANSCRIPTION

➤ Participant 1

“The most difficult thing is when he refuses to listen. They've been caught stealing from stores, skipping school, and even lying to me where they go. I feel like I've lost control, and no matter how hard I attempt to punish them or establish boundaries, it simply seems to push them away further. I feel as if I am failing them as a father, which weighs heavily on me every day. And I blame myself for not spending time with my kid. It began around 14, but by the age of 16, it had gotten worse. They started hanging out with other kids who had terrible habits, and I noticed their attitude becoming more rebellious. It's as if they transformed from being an obedient youngster to someone I couldn't recognize. When they began skipping school. They refused to tell me where they were going or who they were with. They began smoking and drinking and got into more trouble, and when I tried to confront them about it, they shut me down, or he walked out during the conversation. That's when I understood it was something more serious, and I didn't know how to deal with it. I've tried punishing them. I've even threatened to call the cops when they broke the law, but that only made things worse. When my child got caught stealing, it was a wake-up call. I realized I couldn't keep doing things the same way. I thought maybe being stricter would work, but all it did was push them further away. I've tried talking to a few friends. Some may give their advice, but most of them have their children to worry about and don't really understand what I'm dealing with. I contacted a DSWD. I've also gone to school to beg for assistance, but they handed me a booklet and encouraged me to "talk to them" more. It isn't easy because I'm doing multiple jobs, and my job always consumes my time. Still, I try everything I can, but there is no change at all. My interactions with the school over my child's behavior have been frustrating. The school does not appear to be equipped to deal with the more serious difficulties. I feel that the assistance is only on the surface, and I'm left to figure things out for myself.

The school counselor attempted a few conversations with my child, but they did not appear to be effective”.

➤ Participant 2

“Our biggest challenge is managing their aggression. They've been getting into fights at school and even broke a neighbor's window during an argument, even some things in our house. It's been embarrassing and emotionally draining. It started about a year ago when they started going to middle school. As time passed, I noticed the behavior of my son changed it became more irritable and started lashing out at their siblings and classmates.” They would slam doors, yell at us over small things, and get into arguments with their peers. Then we started getting calls from their teacher about aggressive behavior in class. We've tried family meetings to discuss feelings calmly, and I've also started taking them to martial arts classes to channel their energy in a positive way. After the fight at school, we sat down as a family and agreed on a behavior chart with rewards for positive actions and consequences for negative ones. It's been a gradual process, but we've seen small improvements. We talked to a child psychologist who explained that their aggression might stem from frustration or a need for attention. A friend also recommended mindfulness exercises, which we're trying together. The psychologist has been a big help in identifying triggers and suggesting coping techniques. The school has also introduced them to a peer mediation program, which has reduced their conflicts with classmates. The school counselor has been proactive. They set up regular check-ins with my child and invited us to workshops on managing conflict and anger. The teachers have also been understanding, which has made a big difference.”

➤ Participant 3

“For me, it's balancing work with being there for my child. They've been caught in curfew and lying to me about where they're going. It's emotionally draining because I constantly worry about what will happen next. It started when we moved to a new neighborhood last year. They seemed fine at first but gradually became more distant and angry. They started skipping school, and I'd get calls from their teachers about disruptive behavior in class. I also noticed they were spending more time with older kids who seemed to have a lot of influence on them. I've been working with a social worker who has helped me set up a routine at home. I also joined an online support group for single parents, which has been a huge emotional outlet for me. Yes, after the shoplifting incident, I decided to enroll them in a community program that focuses on mentoring troubled teens. It's been slow progress, but they seem to enjoy it. I reached out to a school counselor, who referred me to a local youth intervention program. My sister also suggested some parenting books that focus on dealing with teenagers, which helped me understand their perspective better. The community program has been a lifeline. It provides structured activities and gives them positive role models. The school counselor has also been very supportive, checking in regularly. The school has been understanding but firm. They've given me regular updates and involved my child in workshops on self-discipline and conflict resolution. It's helped, though there's still a long way to go.”

➤ Participant 4

“He's started experimenting with smoking and has been caught a few times sneaking out at night. I feel like he's trying to fit in with the wrong crowd, and it scares me. It began about six months ago when he started middle school. He's been hanging out with older kids and seems more rebellious and secretive. At first, it was small things like ignoring curfew or talking back more often. Then I found cigarette wrappers in his backpack, and that's when I realized it was more serious. I've tried to keep communication open without being too judgmental. I also reached out to a youth mentoring program in our area, hoping he can find positive role models. Yes, after finding out he was sneaking out, I installed cameras at home and worked on creating a stricter routine. I also started having weekly one-on-one dinners with him to rebuild trust and let him talk openly. I talked to a social worker at the hospital

where I work, and they suggested setting clear boundaries while also making an effort to understand his perspective. My sister, who has teenagers, also recommended family therapy. The youth mentoring program has been great. He's starting to connect with a mentor who's been through similar challenges. I've also leaned on my coworkers for emotional support, and they've been very understanding. The school counselor reached out after noticing his drop in grades and attendance issues. They've been helpful in setting up a plan to keep him on track academically and socially."

➤ *Participant 5*

"The biggest challenge is his apathy. He's stopped attending school regularly, and he doesn't seem to care about his future. He sleeps all day and is up all night on his phone or computer. It started during his second year of high school. He used to be a good student, but then his grades dropped, and he became more distant. He stopped hanging out with his old friends and began isolating himself in his room. He also started skipping classes without telling us. We've tried reducing screen time and setting stricter rules, but it only led to more arguments. What's been slightly helpful is encouraging open conversations and not judging him when he shares something. Yes, after a teacher called about his absences, we decided to involve a family therapist. We also moved his computer to a common area so we could monitor his activities more easily. We've been consulting a therapist who specializes in teenage mental health. They suggested we focus on understanding his feelings rather than just trying to fix his behavior. The therapist has been a big help in guiding us on how to approach him. We've also reached out to his school's guidance counselor, who's been supportive in creating a plan to reengage him in academics. The school has been accommodating, offering him the chance to attend part-time or complete assignments at home. They've also connected us with a local program that helps teens with academic and emotional struggles."

➤ *Participant 6*

"The most difficult part is the constant worry. You never know what kind of trouble they'll get into next, and it's mentally exhausting. There are also feelings of guilt, wondering if we did something wrong, if we lack discipline, or if we could have done more to prevent this. It's also hard when people outside the family judge you, not knowing what you're going through at home. I first noticed changes when he was around 13. He started becoming more withdrawn, skipping school, and hanging out with a new group of friends who weren't the best influence. It gradually developed, and by the time he was 15, it became clear he was making some poor choices. The first signs were his anger outbursts. He became very aggressive over minor things, and his school performance dropped significantly. He started lying more frequently, and his curfew was constantly being ignored. It was hard to accept that these were not just phases he'd outgrow. He used to be obedient since he was little, not until he was 13. I've found family counseling to be helpful. It gives us a safe space to talk through issues. I've also tried to create more structured at-home rules, clear consequences, and rewards when he does follow through. I've been reading books on adolescent behavior to understand what's going on with him and to better manage my own emotions. Yes, definitely. There were times when we realized we needed to address the behavior directly, not just punish him but help him understand why his actions were wrong. I remember a big turning point was when I sat him down after an incident at school and told him that I loved him but couldn't support the way he was acting. We both cried, and it felt like a real conversation for the first time in months. I've talked to a counselor who specializes in working with troubled teens and also sought advice from close friends who've gone through similar experiences. The best advice I received was to try not to take his behavior personally, that it's often more about what he's going through internally than about us as parents. And there would be instances that they have been doing that to divert their attention towards him. This helped me not to feel so attacked by his outbursts. We've participated in parenting workshops offered by our local community center, and those were really valuable. They gave us a better understanding of the teen brain and how to communicate effectively. We've also been in touch with a support group for parents of teens with behavioral issues, which has been helpful in knowing we're not alone in this. At first, the school didn't seem to offer much support. They would call when there were issues, but it often felt like they were reporting problems rather than working with us on solutions. However, when we involved a school counselor, things got a little better. They started offering him more guidance and checking in with him every week if there were any changes in his behavior. It's still a work in progress, but having someone at school that we can communicate with has helped."

➤ *Participant 7*

"The main challenge has been dealing with his rebellion. My son is smart, but he's making choices that are going to have a serious impact on his future, and it's so frustrating because he's not listening. I feel like I'm losing him. It's also hard balancing my time at work and making sure my other two kids aren't getting overlooked. I started noticing changes around the beginning of last year when my son started high school. He started hanging out with a new group of friends, kids who weren't exactly the best influence. At first, it was just a few arguments, but over time, he became more secretive, and his mood swings got worse. It was like he wasn't the same person anymore. It started with small things. He was late coming home, then he started skipping school. When he got caught smoking at school, that's when I really started to worry. I tried talking to him, but he became defensive and wouldn't share anything with me. He seemed cautious in his words when talking to us. I've started seeing a therapist on my own to work through some of my frustrations. I'm trying to learn how to handle my emotions better so I don't push my son away even more. As a family, we've been trying family therapy. The therapist is helping us communicate more effectively, but it's a slow process. I also try to keep our household as stable as possible with clear expectations, rules, and consequences, though it doesn't always seem to make a difference. There have been several moments. The first was when my son was caught sneaking out of the house. I sat down with him, even though he didn't want to talk, and told him that I knew he was going through something. It was hard, but it was necessary. I also try to be more involved in his school life now, attending meetings with teachers to understand what's going on there and how's the academic performance of my son. I reached out to a couple of close friends whose kids have had similar issues.

They told me not to give up on him and to try to keep being consistent with rules even when it feels like it's not working. That advice really helped me keep going. Also, the therapist recommended that we give my son more responsibility around the house to help him feel like he has a sense of control over his life, which we've started doing. We've accessed a few community resources. There's a local youth program that helps with mentoring, and they've been really good at providing support for both my son and for us as parents. They also helped connect us with a local group for parents of troubled teens, which has been useful for knowing we're not the only ones going through this. The school counselor has also been a good resource, but I sometimes feel that the system ties their hands. The school has been fairly supportive, though I've had to push a bit to get them involved. At first, I felt like they were sending us home with behavior reports, but after we involved the counselor, they've been more proactive. They've been offering him some counseling sessions during school hours, and they've been checking in with me more. I also think having him in a smaller class setting has helped, but I'm still not sure if they're doing enough."

➤ *Participant 8*

"The worry is relentless. I'm always wondering where my son is, what trouble he might be getting into, and whether he'll end up in serious legal trouble. It's exhausting, but I never lose hope. Emotional drain and future uncertainty of his future. Lack of financial support that I can't provide the best for him and the rest of his sibling in the near future. When he turned nearly 16. He started to have friends that I didn't expect him to be with. At first, school truancy and coming home late. Worst is, he came home early either in the morning or at noon. Active listening and having an open communication is all I could do since I am not really open towards my problem to anyone. I'm not really aware of any but I heard that some organization offers free or affordable counseling. After a particularly intense argument, I realized I needed to improve communication. I started using active listening techniques. When things got overwhelming, I turned to close friends and family for advice and emotional support. Parent centers and counseling services. Organizations providing technical assistance, resources, and support for families dealing with their delinquent child. I've talked to friends, family and online forums for advice and emotional support. Honestly, it's been a mixed feeling. Some teachers truly care and communicate regularly, while others seem overwhelmed or unsupportive and that's why I feel guilty about it."

➤ *Participant 9*

"It makes me anxious and worried at the same time. For me, it's the guilt and stress. Guilt of not able to avoid him for substance like alcohol instead I introduce it to him in a wrong timing that I thought that he will not cross his limit. When he started being curious at the age nearly 16. Increasing of circle of friends at school. Seeking advice to my close friends, family and relatives. As a single parent I rely on my close relatives of getting the best advice. I often go to online platforms that I can easily talk with and ask whenever I feel like I needed to. Yes, at times where I nag and talk about his behavior and where he just ignore me and act as if I wasn't talking to him, so what I did is going silent and ignore him too as long as he talk to me first. When I can't bare it anymore. I just find myself chatting nor calling one or any of my family, relatives and friends. I heard that parenting workshops is really better but I prefer not having one since I don't have much time to get one. Plus, my family is with me in this journey. They've provided valuable insights and coping strategies that keeps me handle it. While it hasn't always been easy, the school has been a great partner in helping my child through his struggles. The teachers and staff genuinely care and have worked with us to create a supportive environment for him, both academically and emotionally by updating me if my son is doing great or not."

➤ *Participant 10*

"It's draining. I'm worried about where he is or who he's with. And when I see him make bad decisions, it hurts. I feel like I've failed him in some way, and I wonder what I could have done differently. The constant worry and stress have affected my health, and I find myself more anxious and exhausted than ever before. The changes started around the time he turned 12. They were subtle at first, a bit more rebellious, some lying about small things, but by the time he was 14, they really started to get worse. He started hanging out with the wrong crowd, skipping school, and becoming more secretive. It was like one day, he was a kid I could talk to, and the next, he was this stranger in my house. It was his attitude. At first, he started becoming really defiant and wouldn't listen to me. Then it got worse. He stopped caring about school and wouldn't get out of bed in the morning, no matter how much we tried to push him. That was when I realized something was seriously wrong. I felt like I couldn't reach him anymore. We've tried family counseling, but it's hard to get him to cooperate. He doesn't want to talk to anyone. I've also found support groups for parents with troubled teens, which has been comforting. Talking to other parents who are going through the same thing helps me feel less alone. Yes, there have been times when I've had to really sit down and think about how I was going to handle things differently. I remember the first time he got into trouble at school. I sat at the dining table and came up with a strategy, clear boundaries, consequences, and a plan to keep him more engaged in something positive. But even though I've tried to follow through, it hasn't been easy. I had to reevaluate our approach several times. My sister told me to stop being so hard on myself and reminded me that this isn't entirely my fault. She said I should focus more on rebuilding trust with my son instead of constantly punishing him. That advice really stuck with me. Sometimes, I get so caught up in the behavior that I forget that he's still a kid who needs love and support not just discipline. The most helpful resource has been a local parenting group for parents with troubled teens. It's a safe space to talk, and I've learned a lot from others who've been through similar struggles. I've also reached out to the school counselor a few times, but I don't feel like they're very invested in helping him change. Honestly, I don't feel like the school has been very helpful. They've given us some advice, like encouraging him to participate in after-school activities, but there's been little follow-up. The school hasn't really stepped in to offer concrete support. It feels like we're left to deal with it on our own."

APPENDIX C

**MISAMIS UNIVERSITY**
Ozamiz City, Philippines 7200
Tel. No. +63 88 521 0267 / Telefax No. +63 88 521 2557
E-mail Address: admission@misamis.edu.ph
CERTIFIED ISO 21001:2018 Educational Organization Management System (an ISO 9001:2015) The Netherlands
ACCREDITED Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)

COLLEGE OF CRIMINOLOGY

September 19, 2024

HON. RICKY RAFANAN FUENTES
Barangay Captain
Barangay Tinago, Ozamiz City

Dear Mr. Fuentes,

Greetings of Peace!

We, the Bachelor of Science in Criminology students of Misamis University, Ozamiz City are currently working on our Thesis study entitled, ***"LIVED EXPERIENCE OF PARENTS WITH DELINQUENT CHILD"*** as a requirement for the course Criminological Research.

In this regard, we humbly request your good office to allow us to conduct face-to-face interview among parents with delinquent child located in Barangay Tinago. Be assured that the collected data will be handled with the utmost confidentiality and used solely for research purposes.

Furthermore, we are more than willing to appear in your office to personally address any inquiries or provide additional information regarding our study. You can contact us at this number 09629398902.

Your approval of this request will be instrumental in the successful completion of our research and will greatly contribute to our academic growth.

We sincerely appreciate your consideration and look forward to your favorable response.

Thank you for your time and support. May you continue to be blessed with success and good health.

Respectfully yours,


EUNICE ANGELA G. MALABO
Research Leader

Noted:


MARKDY MORONG, DIT
Inspector


JOSE F. CHEVAS JR., PhD
College Dean

Approved by:


HON. RICKY RAFANAN FUENTES
Barangay Captain

**MISAMIS UNIVERSITY**

Ozamiz City, Philippines 7200
Tel. No. +63 88 521 0367 / Telefax No. +63 88 521 2917
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CERTIFIED ISO 21001:2018 Educational Organization Management System- Det Norske Veritas, The Netherlands
ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)

**COLLEGE OF CRIMINOLOGY**

September 19, 2024

DR. JOSE F. CUEVAS JR.
Dean of College of Criminology
Misamis University
H.T. Feliciano St., Aguada, Ozamiz City

Dear Dr. Cuevas,

Greetings of Peace!

We, the Bachelor of Science in Criminology students of Misamis University, Ozamiz City are currently working on our Thesis study entitled, "**LIVED EXPERIENCE OF PARENTS WITH DELINQUENT CHILD**" as a requirement for the course Criminological Research. In relation to this we humbly request your permission to conduct this study.

Please rest assured that any information provided will be handled with the utmost confidentiality and utilized solely for academic research purposes.

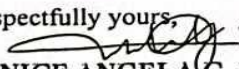
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Your approval of this request will be instrumental in the successful completion of our research and will greatly contribute to our academic growth.


We sincerely appreciate your consideration and look forward to your favorable response.

Thank you for your time and support. May you continue to be blessed with success and good health.

Respectfully yours,



EUNICE ANGELA G. MALABO
Research Leader

Noted:


MARKDY ORONG, DIT
Instructor


ELMIE A. ALANIC, MSCRM
Research Adviser

Approved by:


JOSE F. CUEVAS, PhD
Dean of College of Criminology



REPUBLIC OF THE PHILIPPINES
CITY ADMINISTRATOR'S OFFICE
CITY OF OZAMIZ

TELEFAX NO. (088) 521-1390
MOBILE NO. (0917) 777 6100
EMAIL: ASENSOOZAMIZADM@GMAIL.COM



**ASENSO
OZAMIZ**

9 December 2024

Dr. JOSE F. CUEVAS, PhD
College Dean
College of Criminology
MISAMIS UNIVERSITY
Barangay Aguada, Ozamiz City

Attention: **Dr. MARKDY Y. ORONG, DIT**
Instructor

Ms. EUNICE ANGELA G. MALABO
Research Leader
College of Criminology

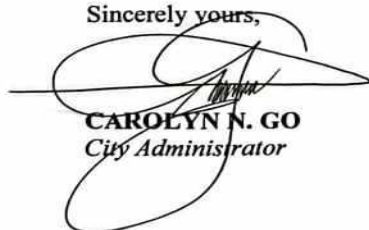
Dear **Dr. Cuevas:**

Consent is hereby granted for the conduct of a face-to-face interview with ten (10) parents residing at Barangay Tinago, this City for the research study entitled "*Lived Experience of Parents with Delinquent Child*" commencing on 9 December 2024 onwards.

Prior to the conduct of said interview, please coordinate with the Punong Barangay to ensure proper arrangements and compliance with local regulations.

For guidance and information.

Sincerely yours,



CAROLYN N. GO
City Administrator

Copy furnished:
City Mayor's Office
Punong Barangay of Tinago
Ozamiz City Police Station

Mayor Fernando Bernad, Memorial Hall, Don Anselmo Bernad Ave.,
7700 Ozamiz City, Misamis Occidental, Philippines

APPENDIX D DOCUMENTATION



Fig 2: A Child of One



Fig 3: A mother's Sacrifice



Fig 4: Love of a Sister



Fig 5: Auntie's Protection



Fig 6: A Problematic Family