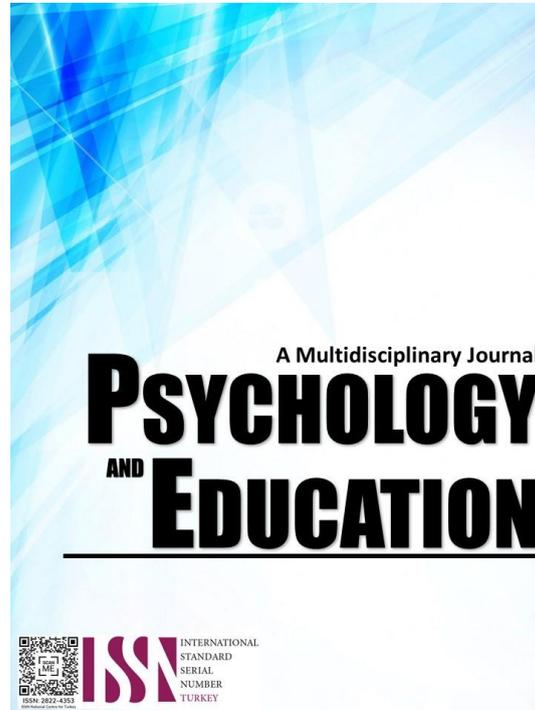


**“ON FINDING HOPE AND ON FIGHTING FATE” :
THE CASE STUDY OF TWO DELINQUENT BOYS
IN HIGH SCHOOL**



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

2023

Volume: 9

Pages: 442-449

Document ID: 2023PEMJ761

DOI: 10.5281/zenodo.7997408

Manuscript Accepted: 2023-2-6



“On Finding Hope and on Fighting Fate”: The Case Study of Two Delinquent Boys in High School

Erick T. Baloran*

For affiliations and correspondence, see the last page.

Abstract

Juvenile delinquency committed by school adolescents is a public issue that has been a foremost concern of the government, educators, parents, and counselors globally. This qualitative study aimed to explore the cases of school-aged adolescents in conflict with the law. It specifically sought to understand their experiences and determine the factors why these students broke the law. A qualitative case method was employed on two school-aged adolescents in high school who were chosen to undergo an in-depth interview. The interview was transcribed, translated, and coded to produce themes. The typical case committed by the participants of the study was murder. Some factors influence school-aged adolescents to commit crimes, including peer pressure/influence, family-related problems leading to negative peer engagement, and alcoholism. Further, the challenges they faced were horrendous punishment and emotional distress. Regarding their hopes and desires, these young offenders hope for personal transformation, reintegration into society, and to pursue education. Implications emphasize that schools may create long-term intervention programs for students at risk of committing juvenile crimes by conducting values reformation activities and implementing effective forms of spiritual development that should be sustained at school and home, which will involve parents and the community in general.

Keywords: *case study, high school, school adolescents, juvenile delinquency*

Introduction

The government, educators, parents, and counselors in numerous countries have been concerned about the involvement of school adolescents in various crimes. Juvenile delinquency, which refers to criminal activities perpetrated by school teenagers, is a public concern in the United States. The consensus is that the crimes they commit harm society and the young themselves. The subject of juvenile delinquency in the country has sparked a lot of research and debate. Researchers investigated what causes student-related crimes and what techniques have helped lower crime rates among young people. Though the causes are debatable and contentious, much of the discussion centers on the punishment and rehabilitation of juveniles in youth detention centers and elsewhere (The Office of Juvenile Justice and Delinquency Prevention, 2018).

In the Asian setting, governments have taken substantial steps to lower violent crime rates among the young; nonetheless, crimes have shown a sharp light on killings committed by disgruntled adolescents in Japan. A list of heinous crimes committed by children and teenagers over the years may indicate the need for earlier counseling or early mental intervention for those at risk (Sim, 2016). Also, a succession of high-profile murder cases involving student juveniles in China has many questioning whether the country should take a stricter approach against juvenile

offenders. These types of incidents have become far too regular throughout the country. According to a white paper published by the Beijing First Intermediate People's Court, there was a significant increase in the severity of crimes attributed to minors between 2009 and 2017, and indicators indicated juveniles were committing them at younger ages (Jinghai, 2018).

Legislators in the Philippines are still debating how to lower the high number of young people in trouble with the law. According to the Philippine National Police data, more connected crimes were committed by young people in 2018. It is particularly concerning that the PNP has recorded thousands of youth-related offenses, with the trend continuing for the past three years (Macaraeg, 2019).

In conjunction, Elemia (2019) investigated cases of juveniles in conflict with the law (CICL) in the Philippines. Three adolescent males were involved in serious crimes. Statutory rape, attempted murder, and robbery are examples of crimes. She underlined in her article that there is more to life than juvenile delinquency. The reasons why these adolescents breach the law have been identified as broken families, poverty, and the environment. Nonetheless, with the Philippine Congress advocating for a lower minimum age of criminal responsibility and having already approved a bill, critics argue that there is no empirical proof that lowering the age of criminal responsibility will result in fewer crimes. Rather than prosecuting



juvenile offenders, the government should fully execute the 2006 Juvenile Justice Act. While they may be represented as a growing number of criminals, they are just like any other adolescent learning about their life, goals, and hopes. As a result, individuals should participate in rehabilitation and counseling programs.

Relative to this, youth in conflict with the law, along with their families, are victims of poverty, hunger, social inequality, and state neglect; however, rather than addressing these pressing socio-economic issues, the government and members of the Philippine Congress have consistently promoted and pushed for anti-adolescent and anti-people policies (Cabico, 2019). Adolescents in legal trouble have the right to therapy that supports their sense of dignity and value, considers their age, and aims at reintegration into society, according to Articles 37 and 40 of the 1989 Convention on the Rights of the Child (UNICEF, 2006).

In the local context, multiple cases of youth-related crimes are recorded among the Philippine National Police and schools in Davao del Sur, Philippines. It has been so alarming that from 2017 to 2019, crimes committed by student offenders were recorded yearly. These high school students were involved in murder cases, rape, and theft, and some of them are currently convicted and faced with filed cases and ongoing trials. Others also dropped out of school, adversely affecting their engagement, performance, and academic success. This disintegration of students pursuing their academic track has been a problematic concern of teachers and community stakeholders among schools in the locality.

With these foregoing scenarios, the researcher was prompted to conduct this qualitative multiple-case study to explore and understand the cases of students in conflict with the law in Davao del Sur, Philippines. Comprehensive and significant programs that might serve as action plans to address existing problems related to juvenile delinquency and crime may be established by profiling and assessing the factors or reasons these students break the law and become law violators. This research would also allow for a better understanding of and support of these student offenders' hopes, dreams, and aspirations as they seek to be reformed. Hence, considering the abovementioned international and national issues, this study would provide the government, particularly the Department of Education, with valuable suggestions on improving the education programs available to juvenile offenders, such as helping them reintegrate into society. The school will be most crucial in

strengthening values reform and crime prevention. Thus, the need to conduct this study.

Research Questions

This qualitative study aimed to explore the cases of school-aged adolescents in conflict with the law. The following qualitative research questions were answered:

1. What factors influence school-aged adolescents to commit crimes?
2. What are the challenges faced by school-aged adolescents after committing the crime? and
3. What are the hopes and desires of these young offenders?
4. What are each participant case's distinct factors, challenges, hopes, and desires?

Methodology

This study employed a qualitative case method and was exploratory; as a result, any information collected is fluid, subjective, and provided from the participant's perspective and based on their knowledge. The participants in this study were two school-aged adolescents who conflicted with the law over the same act, which was a crime against a person, specifically murder. The names of the school where they were enrolled and the barangay where they lived were purposefully hidden because the nature of the study was potentially and highly controversial for the persons engaged. Each informant was assigned a pseudonym that never reveals the informant's identity. The informants are purposefully chosen so that the information needed to expedite the study would be the data necessary to answer the research questions.

In-depth interviews with a select group of people were used as part of the study strategy, including the Philippine National Police, teachers, and parents. To verify the accuracy of participant responses, all interviews were conducted personally, recorded, and transcribed. To collect data for this study, the researcher went through the following steps: obtained the names of all the participant cases; secured informed consent; conducted in-depth interviews with each participant individually; transcribed and analyzed interviewed data. As interviews were conducted, they were transcribed and examined. Transcripts were initially read and reread, with notes recorded as

general themes or thoughts emerged. Categories were identified as subsets of concepts that progressively fell into place within the broad themes. The researcher used descriptive case, within-case, and cross-case analysis.

Results and Discussion

Case of Janjan

Jan-Jan (not his real name) is a Grade 12 Senior High student at a public secondary school taking a Technical Vocational track specializing in Shielded Metal Arc Welding (SMAW). He is a resident of one of the barangays in the municipality where the study was conducted. As the only child of his parents, he was provided terms of financial and educational support despite their poor socio-economic status. Her mother is a plain housewife who sometimes works with his father as a farm laborer. His father also works as a motorcycle driver. Jan-Jan spent his basic education years in a public school, active in academic and non-academic activities. However, he has also engaged in undesirable conflicts and fights among classmates during his elementary and junior high school years. He has been involved in fist-fighting, for he was known to be a "short-tempered person." However, beyond that, Jan-Jan was known to be a talented singer, dancer, and a friendly classmate to the majority. At present, Jan-Jan is 18 years of age.

A Night that Leads Him to the Iron Bars: The Murder and Attempted Rape Case. It was a jovial night for Jan-Jan on August 19, 2019, as he enjoyed his company with his peers, witnessing a nightly activity in their barangay while drinking liquor. However, he never realized that the subsequent events of that night's affair led him to face the gloomiest destiny one could ever imagine as he saw himself being involved in a heinous crime stabbing two young ladies after attempting to have sexual activity with him.

According to the investigation, the two young lady victims willingly accompanied Jan-Jan's company (with his other four convicted group members involved in the crime) to hang out with them after the nightly program in Barangay A and head towards them Barangay B. After which, at dawn, these two young girls rode with them in the two motorcycles after their drinking session in the nearby barangay hall and then drove towards a dark creek located in the said barangay. It was there that they attempted to rape the two victims; however, due to the victims' refusal, Jan-Jan, with the other member of the group (who is an

out-of-school youth), inflicted multiple stabs to the victims, which caused the death of one of the young ladies (AKA Kaye, 16 years old, a Grade 9 student at a public secondary school of the said barangay). In their desperation, Jan-Jan threw the dead victim's body on the creek with his company. Fortunate as she was, the other young lady (AKA Joan, 15 years old and studying in the public secondary school where Jan-Jan was enrolled) survived the incident though suffering multiple wounds and had undergone counseling due to distress and trauma.

Peer Pressure: A Risk Factor. At the age of Jan-Jan, he is in the stage of succumbing to peer pressure where he can express his independence more and develop his liking. In his peer, he does his wants with freedom and feels a sense of acceptance. However, his peers taught him to be engaged in risky behaviors such as alcohol, teen sex, teen gang, and criminal activity. When he asked about the reasons why he was involved in such a crime, he answered with an acquitted and sad face:

"I have learned to drink alcohol and smoke cigarettes from my friends. Through them, I can share some of my problems that I cannot open up to my parents. However, I admit that they were one of the primary reasons I engaged in this heinous crime because they were the ones who influenced me to drink beyond my limitations. My company's intentions stimulated my attempt to rape our victims, and due to the influence of alcohol, I have no longer realized the adverse consequence of my actions during that night." (JKI001-R1-Q1)

Peer pressure or influence is also a factor that his parents pronounced as the primary reason Jan-Jan engaged in such a crime. According to his mother, when Jan-Jan could befriend AKA Along, an out-of-school youth with various barangay records due to youth-related offenses, he learned to be engaged in multiple vices. A night before the crime incident, AKA Along fetched Jan-Jan at their house to hang out that night. Unknowingly, Jan-Jan and AKA Along brought with them deadly weapons (ice spick and sharp knife) used in the stabbing of the lady victims. During the interview, her mother was so emotional while recalling the past scenarios:

"I did not expect that this would happen to Jan-Jan, sir! It was excruciating for me. This happened because he had learned to drink intensively because of his peers. A night before the incident, AKA Along, went into our house and invited him to go to the barangay to witness the nightly program. Then, I was not aware

that they would go there to drink and that incident would happen. However, after the incident and until now, I would still want to believe that Jan-Jan was not involved in killing them. In my belief, he was just forced to admit the crime." (MKI001-R1-Q1)

In addition, the father of Jan-Jan had mentioned that Jan-Jan's friend AKA Along already had a recent blotter where he was involved in attempting to chop a rival teen using a Samurai in a nearby barangay from another municipality. On that note, his father deemed that his chosen comrade had a bad influence on him, which may teach him to be unruly and felonious.

"Hellholes: A Taste of a Horrendous Punishment and Emotional Distress." When Jan-Jan was asked about his challenges experienced inside the prison while in the preliminary investigation that night, he revealed a punishment practice that may reflect the disciplinary culture among police officers inflicted on murderers/rapists. Jan-Jan narrated the physical punishments he had received from the police officers in exchange for his brutal killing of the lady victim. On that night, when he was brought to the prison, he received intensive kicking by the police wearing combat shoes and was being further maltreated through elbow and rabbit punches as forms of punishment. He was also compelled to eat chili pepper and squeezed them in his eyes. Jan-Jan shared these maltreatments in a whisper:

"The moment we were brought here in prison immediately after we were captured and surrendered to the police officers. Some of the police officers asked who was among asked killed and threw the victim's body on the creek. Moreover, when they pointed me out, the police officers kicked and punched me using an elbow in series. They did rabbit punches, forced me to eat a chili pepper, and even squeezed them through my eyes. I knew I did deserve that, but it was a very horrendous experience." (JKI001-R2-Q2)

Emotionally, Jan-Jan shared his painful feelings with the community's constant reproach and condemnation of the criminal act he committed. He cannot blame the people for hating and denouncing him as a heartless criminal. He realized that his act of doing had changed the normal cycle of his life. It was a total change indeed. Furthermore, the spine-chilling desires of the community to see him die and experience painful punishment proliferated throughout social media. In jail, his cousin had shown him some of the negative comments posted on his wall and on "Brigada News" articles and the death threat messages in the Facebook

chats. It was a dooming experience, but according to him, it is customary to acknowledge this kind of reaction from the community, especially from the victims' families. But he cannot deny that he feared the various death threats he received from others. Jan-Jan slowly expresses his feelings as shown below:

"I felt the pain reading some of the Facebook comments posted by the people in the community. I have read their negative and condemning comments about what I have done. After my mother showed me some comments, I opted to deactivate my account. I am afraid upon receiving those death threats from other people informing me that they will kill me anytime." (JKI001-R3-Q2)

Caged in Guilt and Self-Condensation. When I asked Jan-Jan to recall the crime he committed that night. He narrated that when he got home trying to escape from the crime scene, Jan-Jan saw his hands shaking with bloodstains trying to reflect on why he could do such an unacceptable crime. He was covered with guilt as he recalled how he stabbed and threw the body of the dead young lady victim in the creek. He had felt self-condemnation in which he possessed the feeling and belief that the people around him hated him, especially the victims' families. In one of his television interviews, Jan-Jan expressed that he was asking for the forgiveness of the affected families. In an interview, Jan-Jan sincerely expressed his regrets and misgivings:

"Forgiveness would be tough, considering my crime was unforgivable. I felt guilt and self-condemnation as I remembered how I did such a heinous crime damaging the life of the victims and their families. This is why I would like to ask for the families' forgiveness for the wrong I have done." (JKI001-R4-Q2)

A Quest for Hope: Searching for the Silver Lining Inside a Dark Cage. The crime committed, and the possible long terms conviction of Jan-Jan could be the worst experience he had in his life and the future. Hope seems to be covered by the dark clouds where he can see the image of himself being sentenced as a person deprived of liberty, partly dysfunctional in his social, educational, and ordinary day-to-day living.

Jan-Jan is the best example of a young person in conflict with the law who is questing for hope - the dream and desire to be given a chance to change his ways and life's direction and someday be reintegrated into society living as a commonplace individual

pursuing his positive interest and ambitions in life.

This context of hope was personally expressed by him when we, the researchers, asked him about his hopes despite his current condition under the criminal justice system process. Human as he is, Jan-Jan desires to be transformed and be free again as ordinary citizens. He desires to repent and be forgiven by God and be given a chance to change his life, avoiding those malevolent deeds he has done.

Precisely, Jan-Jan desired to build his own family instead of pursuing education. However, when asked if he would be given a chance to continue his studies in a bigger jail, he said he would be willing to finish his education and even desired to see himself as an engineer someday. Also, he wanted to see his parents being strong and in good health while inside the prison. These hopes and desires he has been personally expressed by him, as shown in the transcription below:

"The hope and desires I have now been to be given a chance to be forgiven, especially by God. I wanted to change my life's direction, ensuring that I would not be able to do these evil things again.....I want to build a family on my own...If given a chance to finish my study, I want to pursue my dream of being an engineer." (JKI001-R5-Q1)

Jan-Jan's parents had also shared a message of hope he uttered, which caused her mother to break down in tears during the interview.

"There was one time when my only son told me that he desires to see me have a new baby again for us; his parents build a new life without him at home." ... (Crying...) (MKI001-R1-Q4)

Further, the researchers requested Jan-Jan to illustrate his manifested hope through aesthetic illustration in this study. Jan-Jan was able to draw a pigeon inside a cage which depicts the condition of not being free. He has also inked a part of his favorite song, which he usually sang in a videoke entitled "Skyline Pigeon" by Elton John. In his drawing, he wrote, "for just a skyline pigeon dreaming of the open waiting for the day when he can spread his wings and fly away again."



Figure 1. Jan-Jan's illustration

Case of Maoy

Maoy (not his real name) is a Junior High student at a public secondary school in the same municipality living in Barangay B (as coded in this study). He was enrolled in the said public school but was declared dropped due to the call of work labor to help his father, who is suffering from physical illness. At present, he is 19 years of age. Some of his teachers would describe him as a student who shows positive and negative behaviors inside and outside the classroom. However, his class adviser was in a quandary due to his frequent absences. Upon a series of home visitations, his adviser determined the main factor of his absences. That was necessary to work to sustain their family's daily needs since his father was already less capable of generating income. As a peer member, his circle of friends describes him as happy, friendly, and submissive.

During the interview, Maoy was asked to illustrate his life as a student and son before imprisonment due to his presumed involvement in the murder and attempted rape cases. He described his life through drawing, where he neglected his schooling to sustain his needs and of his father. In the picture, Maoy drew his work

as a farm laborer who worked during the planting and harvest period.

His Involvement in Jan-Jan's Case. Maoy was one of his peers of Jan-Jan in the murder and attempted rape case resulting in the death of one young lady victim and trauma of the other young lady survivor. He was accused of being involved in throwing the body of the dead victim on the creek. However, Maoy admitted that he knew the plans and happenings that night. In fact, due to guilt and fear, he was one of the involved offenders who reported the crime to the Barangay police of the locality. He was imprisoned and separated from the cell of Jan-Jan to avoid undesirable or unexpected conflict between them.

Peer Pressure: A Risk Factor. Like in the case of Jan-Jan, it was revealed in the interview that the main factor of Maoy's involvement in the case is peer pressure and influence. He had learned how to drink alcohol and teening sex because of his circle of friends.

"I was involved in this case because of the influence of my friends. I have learned to have vices such as alcoholism and be engaged in teen sex because of peer pressure telling me to try such things. That night, I accompanied my peers to drink with the lady victims, which I had never expected such a crime would happen after." (MyKI002-R1-Q2)

Incarceration: A Stay in a Dysfunctional Place. A jail is a facility of imprisonment for people in lawful custody, specifically, those awaiting trial or convicted of adolescent offenses. It is under the control of a local government. In his interview, this place is described by Maoy as a dysfunctional place where he cannot do his everyday life as an adolescent. Accepting that he must face the consequences of their actions, Maoy has to see himself in jail as bored, isolated, and restricted.

Further, he shared in his interview that he must face his worries and concern for his father since he is already in jail. Below is his actual response:

"My struggle here in prison is feeling bored, isolated, and restricted with what I usually do in my day-to-day living at home and in the community. I feel how hard it is to stay here for a long time. However, most of all, it worries me a lot about my fathers' condition since I am already away from him." (MyKI002-R1-Q3)

Welding Hopes. As a youth offender, Maoy wishes to be given a chance to reintegrate into society and

reform his life as a student and person. In his interview, he desires to continue his studies again after realizing the crime he was involved in. He wanted to further develop his skills in Shielded Metal Arc Welding (SMAW), where he had previous experience. This may be a simple dream for us, but his desired work signifies a big picture of how he welds his hope to be back to his everyday life.

Conclusion

The case committed by the participant-cases was murder. Factors that influence these school-aged adolescents to commit crimes include peer pressure/influence, family-related problems leading to negative peer engagement, and alcoholism. Adolescents at school engage with peers, allowing them to express their freedom and establish their preferences. It is among their peers that they may freely express their desires and feel accepted. They can also voice their problems and seek attention from their peers.

On the other hand, their peers taught them to engage in risky activities like drinking, teen sex, teen gangs, and criminal activity. According to Esiri (2016), peer pressure is recurring in illegal or deviant behavior, particularly among adolescents. Peer pressure exists in the delinquent subculture for conformity, resulting in adherence to criminal codes and conduct. Also, various authors (Mwangangi, 2019; Onyango, 2015; Shields & Clark, 1995) mentioned that unsuitable living conditions and an unstable family could lead to harmful attitudes and a pattern of task failure, encouraging children to become delinquents. Inadequate parental care and support, or, in more severe circumstances, parental indifference, antagonism, or rejection, makes children feel emotionally insecure and leads to poor personality development, which encourages antisocial or delinquent conduct.

Additionally, unfavorable parental attitudes such as scolding, a lack of love, and family cohesion will likely lead to juvenile criminality. In addition, alcohol addiction, according to Juergens (2021), can increase the risk of people committing certain crimes. A perpetrator under the influence of alcohol commits sexual attacks, including rapes.

Further, the life struggles faced by school-aged adolescents in conflict with the law were horrendous punishment and emotional distress. In the case of Jan-Jan, he was able to experience a physical form of

punishment while Rom-Rom struggled to apply total transformation within him, for he was still influenced to do the crime. In general, the participants had experienced emotional distress with their experiences at the jail and with the criminal offenses. Likewise, similar to the ideas mentioned by various authors (Konaszewski et al., 2021; Stoddard-Dare et al., 2011), it was pointed out those juvenile offenders have been shown to have substantial mental health issues, including depression.

In terms of the hopes and desires of school-aged criminals, these young offenders wish for personal transformation, reintegration into society, and the opportunity to pursue education. School-aged adolescents want to change their lives to be wholly reintegrated into society and follow their selected courses and skill development. In support, Bush (2016) highlighted that even the most severe offenders could learn to modify their attitudes toward others and themselves with effort and practice. They can learn to be ethical citizens and feel proud of themselves. Giving criminals the chance to change their minds, lives, and status in society is critical.

Based on the insights gathered from the participant cases, this study would be a valuable source of information for the Department of Education and the National, Regional, and Local Government levels. Schools may create long-term intervention programs for students at risk of committing juvenile crimes by conducting values reformation activities and integrating effective forms of spiritual development, which should be sustained at school and home and will involve parents and the community in general. Further, the government may revisit current rehabilitation programs, especially with the Department of Social Welfare and Development checking how effective these are in helping sustain young people to be reintegrated into society. Non-government agencies, schools, barangay officials, and spiritual groups may also work together to address juvenile crime problems by strengthening linkage among them, especially in promoting and molding the core values and spirituality of the younger generations. Also, the Philippine National Police should adhere to the police ethical standards ensuring the rights and protection of school-aged in conflict with the law. Moreover, the parents with the primary role in developing the students' character may start the discipline and spiritual breakthrough among themselves. They should improve their linkage to schools and the barangays to monitor their children, especially regarding their behaviors and school and community engagement.

From the onset, we distinguish that research like this needs to have the level of generalizability that researchers and scholars hope to see. There is room for a greater variety of perspectives concerning school-aged adolescents in conflict with the law. More significant issues also require other location, level, and perspective research. Further, since this study was done in the Philippines, it is also recommended to conduct a comparative study among other countries in Asia or continents to compare the differences in school-aged adolescents in conflict with the law.

References

- Cabico, G. (2019). *Children in conflict with the law are victims too — rights groups*. Retrieved from <https://www.philstar.com/headlines/2019/01/18/1886192/children-in-conflict-law-are-victims-too-rights-groups>.
- Elemia, C. (2017). *Beyond juvenile delinquency: Why children break the law*. Retrieved from <https://www.rappler.com/newsbreak/in-depth/151423-why-children-break-law-juvenile-justice>.
- Esiri, M. O. (2016). The influence of peer pressure on criminal behaviour. *Journal of Humanities and Social Science*, 21(1), 08-14.
- Jinghai, J. (2018). *It's Time to Hold Juvenile Offenders Responsible for Their Acts*. Retrieved from <https://www.sixthtone.com/news/1003350/its-time-to-hold-juvenile-offenders-responsible-for-their-acts>.
- Juergens, J. (2021). *The relationship between alcohol and crime*. Retrieved from <https://www.addictioncenter.com/alcohol/alcohol-related-crime/>.
- Konaszewski, K., Niesiołędzka, M., & Surzykiewicz, J. (2021). Resilience and mental health among juveniles: role of strategies for coping with stress. *Health and quality of life outcomes*, 19(1), 1-12.
- Macaraeg, P. (2019). *How Many Child Criminals Are There in the Philippines?* Retrieved from <https://www.esquiremag.ph/politics/news/children-crime-statistics-philippines-a00287-20190129>.
- Mwangangi, R. K. (2019). The role of family in dealing with juvenile delinquency. *Open Journal of Social Sciences*, 7(3), 52-63.
- Onyango, D. A. (2015). *Effects of authoritarian parenting model on learner participation in early childhood education science class Kabondo division, Homabay county, Kenya* (Doctoral dissertation, University of Nairobi).
- Shields, G. & Clark, R.D. (1995). Family Correlates of Delinquency: Cohesion and Adaptability. *The Journal of Sociology & Social Welfare*, 22, 93-106.
- Sim, W. (2016). *Japan's frustrated youth a ticking crime bomb*. Retrieved from <https://www.straitstimes.com/asia/japans-frustrated-youth-a-ticking-crime-bomb>.
- Stoddard-Dare, P., Mallett, C. A., & Boitel, C. (2011). Association between mental health disorders and juveniles' detention for a



personal crime. *Child and Adolescent Mental Health*, 16(4), 208-213.

The Office of Juvenile Justice and Delinquency Prevention (2018). *Juvenile Delinquency*. Retrieved from

<https://www.ojjdp.gov/ojstatbb/victims/index.html>.

UNICEF (2006). *Children in conflict with the law*. Retrieved from https://www.unicef.org/chinese/protection/files/Conflict_with_the_Law.pdf.

Affiliations and Corresponding Information

Erick T. Baloran, PhD
University of Mindanao – Philippines