

Parental Relationship, Personality Factors and Behaviors of Students of Esperanza National High School

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Abstract. This study was initiated to determine how parental relationship and personality factors were linked to delinquent behaviors of students of Esperanza National High School. It was carried out on the sample of 77 delinquent students, 77 close friends, 77 parents and 47 teachers with a total of 278 respondents. Mean, t-test and Pearson's r were employed to provide good analysis, interpretation and implication of the results. Findings revealed that higher level of delinquent behaviors were reported with students who had less parental relationship and those who had higher level of personality problems. Males were more delinquent since they were associated with lower level of parental relationship and poor personality factors. Thus, this research strongly suggests that male students should be given enough attention by the parents and teachers. If this would be the case, less personality problems and delinquent behaviors will be observed among students.

Key words: Parental Relationship, Personality Factors and Behaviors

Introduction

A child is born innocent and when nurtured with tender care and attention, he grows in a positive way. Physical, mental, moral and spiritual development of a child makes him capable of realizing his fullest potential. On the contrary, harmful surroundings, negligence of basic needs, wrong company and other forms of wrongdoing may turn a child into a disruptive behavior and sooner in a more serious delinquent activity (Cohen & Brook, 2005). Delinquent behavior among high school students is becoming very prevalent in today's generation. Abdullah (2016) noticed that many studies have shown that children from intact homes are less delinquent than youth from broken and divorced homes. Majority of studies dealing with juvenile delinquency focuses on youth as offenders. However, adolescents are also victims of delinquent acts. The continuous threat of victimization is having a serious impact on the socialization of young men and on their internalization of the norms and values of the society. Young people who are at risk of becoming delinquent often live in difficult circumstances.

With changing societal trends, children nowadays appear to possess strong likes of the social media and strong dislikes of autocratic form of discipline. The fact that juvenile groups always exist in local communities, schools with the strong collaboration of the parents and community can do something to motivate these delinquent young minds before they will get involved in major offenses and subsequently illegal or criminal cases (Barton & Butts, 2008). It is impossible to develop effective prevention programs without understanding the reasons behind juvenile involvement in some illegal activities. Studies reveal that students who receive adequate parental supervision, monitoring, attachment, guidance, care and attention are less likely to engage in disruptive and delinquent acts. Carter (2009) added that the importance of family well-being is becoming increasingly recognized. Success in school doesn't solely depend on whether parents have the capacity to provide their children with starting opportunities like giving enough allowances for school supplies, foods and clothes. Real success, even without enough financial resources, can also be achieved through positive way of nurturing children. In fact, many are very successful yet they come from indigent families. This is because of the desirable personality factors they inherited from their parents.

Sahmey (2013) stated that a child who is abandoned by his family and who belongs to a family in which his father is habituated to alcohol has delinquent behaviors. Disruptive children are products of interactions between personal and environmental factors, and their lives are often characterized by the presence of drug use, mental health problems, and school failure.

This research aimed to determine how parental relationship and personality factors were related to delinquent behaviors among students. It was undertaken to determine the root causes of prevalent student disruptive and delinquent behaviors so that youth development programs and other preventive measures can be initiated before these acts will turn into grave misconduct.

Conceptual Framework of the Study

No child is ever born delinquent. Surrounding, peer group, improper socialization, and lack of parental care might give raise to the offending behaviors among students. Amato (2005) emphasized that students who are raised by inept parents may respond to the traumatizing and destructive changes in the social reality by engaging in rebellion, violation of the school policy, and other forms of delinquent acts. Delinquency is a socially inadequate adjustment of the student to the difficult situation that might be a result of family or personal factors.

The current study concentrated on the two major determinants of delinquent behaviors among students: *parental relationship* and *personality factors* which served as the **independent variables**. The family, as the primary institution of socialization, appears to play the most important role in the prevention of the students' disruptive activities. Most parents are optimistic about the future of their children. Bank and Burraston (2001) stated that lack of parenting factors such as *parental supervision, monitoring, communication, school engagement, social competence* and *care and affection* increase the likelihood of adolescents to participate in delinquent activities. Barton and Butts (2008) added that associating with other delinquents is one of the strongest predictors of delinquent behavior. They stressed that personality factors such as *intelligence deficit, inferiority complex, deficit and misdirected discipline, adolescent emotional instability* and *sex habit and experiment* are some contributing factors of student delinquent behaviors such as *theft or larceny, tobacco and alcohol offenses, disorderly conduct, simple assault or harassment, school disciplinary offenses, marijuana and other drugs involvement, unauthorized use of a motor vehicle, vandalism and teenage relationship*. These common delinquent behaviors among students served as the **dependent variables**.

The following diagram demonstrates how the two variables were treated to determine the influence of parental relationship and personality factors on delinquent behaviors among students to initiate youth development programs and other preventive measures before these acts will turn into serious conflicts with the law.

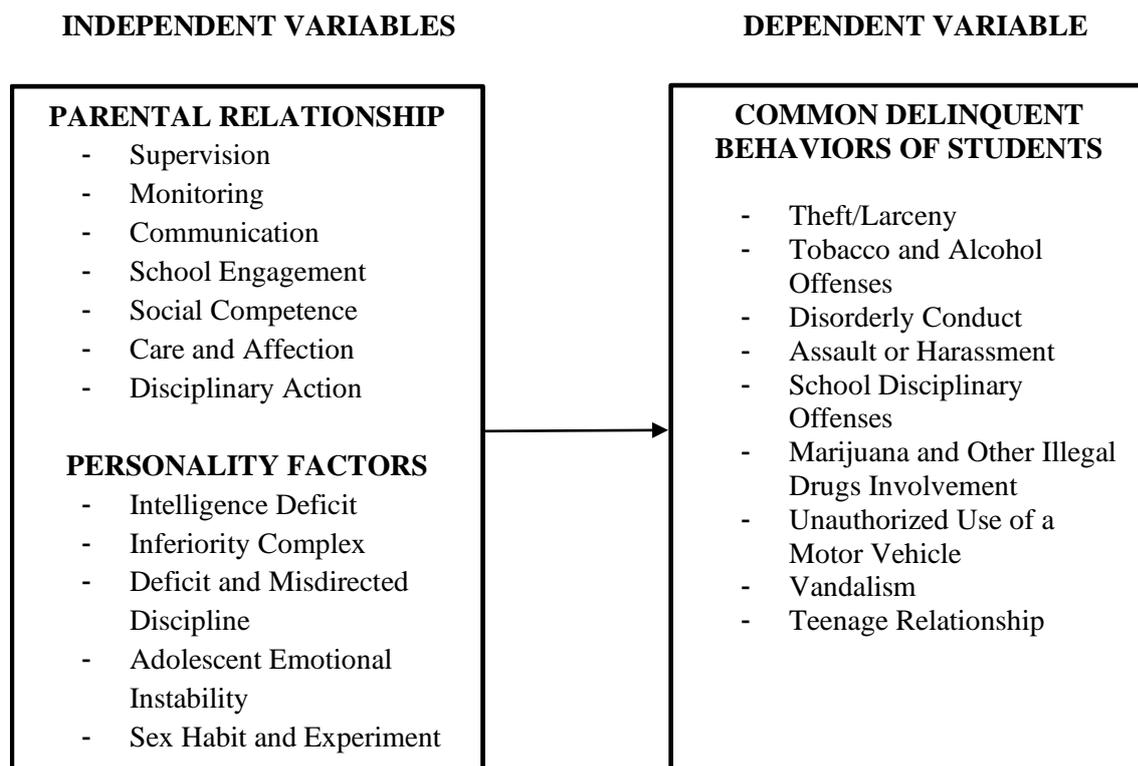


Figure 1. Research Paradigm

Statement of the Problem

This study aimed to determine how parental relationship and personality factors were related to the delinquent behaviors among high school students of Esperanza National High School, Sultan Kudarat, Region XII, Philippines. Specifically, it sought answers to the following questions:

1. To what extent is the parental relationship received by the students from their parents in terms of the following:
 - 1.1 Supervision;
 - 1.2 Monitoring;
 - 1.3 Communication;
 - 1.4 School Engagement;
 - 1.5 Social Competence;
 - 1.6 Care and Affection; and
 - 1.7 Disciplinary Action?
2. To what extent is the assessment of the respondents in the following personality factors of students:
 - 2.1 Intelligence Deficit;
 - 2.2 Inferiority Complex;
 - 2.3 Deficit and Misdirected Discipline;
 - 2.4 Adolescent Emotional Instability; and
 - 2.5 Sex Habit and Experiment?
3. To what extent are the violations of the students in the following delinquent behaviors:
 - 3.1 Theft;
 - 3.2 Tobacco and Alcohol Offenses;
 - 3.3 Disorderly Conduct;
 - 3.4 Assault and Harassment;
 - 3.5 School Disciplinary Offenses;

- 3.6 Marijuana and Other Illegal Drugs Involvement;
 - 3.7 Unauthorized Use of a Motor Vehicle;
 - 3.8 Vandalism; and
 - 3.9 Teenage Relationship?
4. Is there a gender difference on the parental relationship, personality factors and delinquent behaviors among students?
 5. Do students' delinquent behaviors significantly differ by grade level?
 6. Are parental relationship and personality factors related to the delinquent behaviors among students?

Methodology

Research Design

A descriptive correlational survey design was utilized to assess and describe how parental relationship and personality factors were related to the delinquent behaviors among students. The result of the survey was the basis for further initiating youth development programs and initiatives to help the offending students to gain their self-esteem, self-realization and good performance in school.

Locale of the Study

This study was conducted at Esperanza National High School, Esperanza, Sultan Kudarat, Region XII, Philippines. The school is the biggest high school in Sultan Kudarat with a total of almost 6,000 students during the School Year 2020 – 2021.

Respondents of the Study

There were four (4) types of respondents in this study. Students who had records of major violations of the school policy were the first type of respondents. The second type of respondents was their close friends. Their respective parents or guardians were the third type of respondents. The fourth type of respondents was their advisers, guidance councilors and members of the prefect of discipline. Table 1 presents the distribution of respondents of the study per grade level.

Table 1. Distribution of Respondents per Grade Level

No.	Grade Level	Students	Friends	Parents	Teachers	Subtotal
1	Grade 7	11	11	11	6	39
2	Grade 8	10	10	10	5	35
3	Grade 9	12	12	12	8	44
4	Grade 10	13	13	13	9	48
5	Grade 11	18	18	18	10	64
6	Grade 12	13	13	13	9	48
Total		77	77	77	47	278

Data Collection Instrument

Three (3) sets of survey questionnaire were used to determine the extent of parental relationship, personal factors and student delinquent behaviors where the respondents rated each situation presented. The responses of the respondents in each question were analyzed using the 5-Point Likert Scale with the following description:

Numerical Rating	Qualitative Rating	Descriptive Interpretation
5	Always	Student always considers the given situation as a reason of his delinquent behaviour.
4	Often	Student often considers the given situation as a reason of his delinquent behaviour.
3	Sometimes	Student sometimes considers the given situation as a reason of his delinquent behaviour.
2	Seldom	Student seldom considers the given situation as a reason of his delinquent behaviour.
1	Never	Student never considers the given situation as a reason of delinquent behaviour.

Along this line, a revised rating scale process of Abdullah (2016) was used to determine and construe the perceptions of the respondents regarding the parental relationship they received from their parents, their personal factors as well as the reasons of the delinquent behaviors. The scale was the basis to interpret the obtained weighted mean for each cause (reason) of the delinquent behaviors.

Range	Verbal Description
4.20 – 5.00	Very High
3.40 – 4.19	High
2.60 – 3.59	Moderately High
1.80 – 2.59	Low
1.00 – 1.79	Very Low

Sampling Technique

All students who have records of the enumerated delinquent behaviors in this study was automatically included as respondents of the study. The records can be obtained from the Guidance office, prefect of discipline and advisers. Total enumeration of the students who have major violation of the school policy was employed.

Statistical Treatment

All data gathered from the four types of respondents were organized, tallied, tabulated and presented in a series of tables. Weighted means (for research questions 1 to 3), t-test (for research question 4), one-way ANOVA (for research question 5) and Pearson's r (for research question 6) were utilized for good presentation, analysis and interpretation of data.

Discussion of Results and Reflection

Action research questions were categorically answered by the following tables. Systematic analysis and comprehensive interpretation for each table were presented to provide good implication and finally to seek answer to the main problem of the research.

Parental Relationship of Students

Table 2. Level of Students' Parental Relationship

	Parental Relationship	Mean	Verbal Description
1	Supervision	2.95	Moderately High
2	Monitoring	2.60	Moderately High
3	Communication	2.76	Moderately High

4	School Engagement	2.01	Low
5	Social Competence	3.40	High
6	Care and Affection	2.83	Moderately High
7	Disciplinary Action	2.75	Moderately High
Overall Mean		2.75	Moderately High

Legend:

4.20 – 5.00 – Very High; 3.40 – 4.19 – High; 2.60 – 3.39 – Moderately High
1.00 – 1.79 – Very Low; 1.80 – 2.59 – Low

As can be noticed from the table, although parents were socially competent as justified by the highest mean of 3.40 described as *High*, they lack school engagement as indicated by the lowest mean of 2.01 verbally described as *Low*. This simply means that parents are good in personal relation. Yet, they didn't apply it in the school because they only seldom attended school activities and they really lack participation in school-related activities such as convocation day and PTA meetings. Further, the students received a *Moderately High* parental relationship as signified by the overall mean of 2.75.

It is emphasized by this research that parents should give enough time and engagement in all school-related activities such as PTA meetings, Brigada Eskwela, Family Day and Convocation Day. Parents are encouraged to regularly monitor the learning progress of their children by going to the school to have good rapport with the teachers.

Personality Factors of Students**Table 3. Level of Students' Personality Factors**

	Personality Factors	Mean	Verbal Description
1	Intelligence Deficit	2.59	Low
2	Inferiority Complex	2.49	Moderate High
3	Deficit and Misdirected Behavior	3.43	High
4	Adolescent Emotional Instability	3.42	High
5	Sex Habit and Experiment	2.77	Moderately High
6	Habit and Association	3.41	High
Overall Mean		3.02	Moderately High

Legend:

4.20 – 5.00 – Very High; 3.40 – 4.19 – High; 2.60 – 3.39 – Moderately High
1.00 – 1.79 – Very Low; 1.80 – 2.59 – Low

The result shows that students received an overall mean of 3.02 construed as *Moderately High*. This simply means that students' behaviors in school are still manageable. Thus, this research suggests that parents and teachers should go hand in hand to guide the students to be good citizens of the community and sooner become assets of their localities. While their minds are still young, proper guidance and direction of their parents and teachers are vital for their social and emotional development.

Delinquent Behaviors of Students**Table 4. Level of Students' Delinquent Behaviors**

	Delinquent Behaviors	Mean	Verbal Description
1	Theft	2.67	Moderately High
2	Tobacco and Alcohol Offenses	3.45	High
3	Disorderly Conduct	2.85	Moderately High

4	Assault and Harassment	2.74	Moderately High
5	School Disciplinary Offenses	3.41	High
6	Marijuana and Other Illegal Drugs	1.48	Very Low
7	Unauthorized Use of a Motor Vehicle	2.40	Moderately High
8	Vandalism	1.95	Low
9	Teenage Relationship	3.53	High
Overall Mean		2.79	Moderately High

Legend:

4.20 – 5.00 – Very High; 3.40 – 4.19 – High; 2.60 – 3.39 – Moderately High
1.00 – 1.79 – Very Low; 1.80 – 2.59 – Low

As indicated in the table, the highest mean of 3.53 described as *High* was obtained by *teenage relationship*. This means that intimate relationship with opposite sex was just a normal situation among students. This study suggests that regular monitoring and supervision of the parents regarding the whereabouts of their children should be done to guide them about the benefits of being good students. Possible consequences of displaying delinquent behaviors should be emphasized so that students will be afraid of committing offending attitudes.

Gender Comparison on the Parental Relationship, Personality Factors and Delinquent Behaviors of Students

Table 5. Gender Difference on the Parental Relationship, Personality Factors and Delinquent Behaviors of Students

	Indicators	Male	Female	p-value	α	Interpretation
1	Parental Relationship	2.10	3.41	0.020	0.05	Significant
2	Personality Factors	3.64	2.39	0.027		Significant
3	Delinquent Behaviors	3.38	2.20	0.039		Significant

It can be observed from the table that gender differences on parental relationship was proven significant as indicated by the p-value of $0.020 < 0.05$. This means that parent-child relationship received by the female students is significantly higher than the male students. Females were closely monitored by the parents regarding their whereabouts. If they were late in going home after school activities, parents get worried.

The p-value of $0.027 < 0.05$ proves that there is a significant gender difference on the personality factors of students. This means that personality problems were more observed in the male students compared with the females. Males always find ways and excuses to defend themselves for the wrongdoings they've done. Females can easily follow the instructions given by the parents and teachers.

Higher cases of delinquent behaviors were manifested by the male students compared with the females as shown by the p-value of $0.039 < 0.05$. In other words, most cases of violation of school policy and other delinquent behaviors were done by the male students. Cases of conflicts among students, using tobacco and alcoholic drinks, absenteeism and tardiness were led by the male students.

Comparison on the Delinquent Behaviors of Students by Grade Level

Table 6. Analysis of Variance on the Delinquent Behaviors of Students by Grade Level

	Type of Respondents	Mean	p-value	α	Interpretation
1	Grade 7	2.30 ^a	0.039	0.05	Significant

2	Grade 8	2.32 ^a			
3	Grade 9	3.21 ^b			
4	Grade 10	2.54 ^c			
5	Grade 11	3.18 ^b			
6	Grade 12	2.52 ^c			
HSD _{0.05} = 0.20					

As shown in the table, significant difference on the delinquent behaviors of students by grade level was proven significant as confirmed by the p-value of $0.039 < 0.05$. To determine which pair of grade levels was significant or not, Post-hoc analysis using LSD at 0.05 level of significance was employed. This means that grade levels that received the same superscript such as Grades 7 and 8 (letter a), Grades 10 and 12 (letter c) and Grades 9 and 11 (letter b) were comparable. This goes to indicate that regardless of the grade with the same superscript, delinquent attitudes of students were of the same degree.

It is highly stressed by this study that Grades 9 and 11 students should be given enough attention by their advisers, prefect of discipline and Guidance Office in attending to their special needs to avoid committing such violations. Dissemination of the school policy should be strengthened particularly in the first week of classes and during PTA meetings. Handbook where these school policies can be found should be distributed to the students so that parents can be aware of the possible consequences given to the delinquent students.

How Parental Relationship and Personality Factors were Related to the Delinquent Behaviors of Students

Table 7. Correlation Analysis of Parental Relationship and Personality Factors on the Delinquent Behaviors of Students

Indicators		r	t _{comp}	t _{crit}	Interpretation
1	Parental Relationship and Delinquent Behaviors	-0.428	-6.265	-1.96	Significant
2	Personality Factors and Delinquent Behaviors	0.583	9.438	1.96	Significant

The parental relationship is inversely related with students' delinquent behaviors as proven by the t_{computed} value of $-6.265 < -1.96$. This means that the lower the level of parent-student relationship, the higher the cases of delinquency.

It is also shown in the above table that significant relationship between personality factors and delinquent behaviors among students was confirmed by the t_{computed} value of $9.438 > 1.96$. This implies that the higher the degree of personality factors such as intelligence deficit, inferiority complex, deficit and misdirected discipline, adolescent emotional instability and sex habit and experiment of students, the greater their chance to be delinquent. In other words, attitude problems of students can lead to misbehaving behaviors.

The above findings strongly confirmed that parental relationship and personality factors are determinants of delinquent behaviors of students. Thus, parents should have a close supervision and guidance with their children particularly the males so that minor delinquent behaviors can be corrected before they will turn into more aggressive attitudes. Teachers should integrate character education in all subjects so that students can be reminded of the consequences of delinquent behaviors and be encouraged to maintain their desirable traits which are very vital for their social and mental development. They should have a close coordination with the parents to talk about the misbehaving attitudes of students.

Conclusion and Reflection

Higher cases of delinquent behaviors were manifested by the male students compared with the females. Cases of conflicts among students, using tobacco and alcoholic drinks, absenteeism and tardiness were led by the male students.

The higher the degree of personality factors such as intelligence deficit, inferiority complex, deficit and misdirected discipline, adolescent emotional instability and sex habit and experiment of students, the greater their chance to be delinquent. Attitude problems of students can lead to misbehaving behaviors.

Recommendations

1. Dissemination of the school policy should be strengthened particularly in the first week of classes and during PTA meetings. Handbook where these school policies can be found should be distributed to the students so that parents can be aware of the possible consequences given to the delinquent students.
2. Teachers should integrate character education in all subjects so that students can be reminded of the consequences of delinquent behaviors and be encouraged to maintain their desirable traits which are very vital for their social and mental development. They should have a close coordination with the parents to talk about the misbehaving attitudes of students particularly to the male students.

Youth Development Programs and Preventive Measures

1. Disseminating the significant findings of this research in the PTA Meetings shall be conducted.
2. Guidance services should be enhanced particularly on attending the cases of teenage relationship.
3. All students and parents shall receive a *Student Handbook* during the first week of every School Year to make the students and aware of the consequences possibly given to the misbehaving students.
4. The School ensures that adequate recreational activities, safe playgrounds, sufficient sports equipment, entertaining school programs and educational production or intermission numbers shall be provided to let students develop their talents and potentials. This is an excellent way to let them set aside their rebellious attitudes which might result to more serious conflicts with the law.
5. Periodic assessment, monitoring and enhancement of the nature, extent, and perceptions of delinquent behaviors and attitudes of the students shall be initiated.

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