



# “PWEDE BA, TAGDA, PAMINAWA UG ATIMANA KO?” A REFORMATION AND LIVELIHOOD PROGRAM FOR IN- SCHOOL AND OUT-OF SCHOOL YOUTH GANG MEMBERS

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## **Abstract**

**FRANCISQUETE, MARY JEAN M.,** BERF Grantee 2020, Principal II, Badas National High School, Schools Division of the City of Mati, Davao Oriental, Philippines, **PWEDE BA, TAGDA, PAMINAWA UG ATIMANA KO?: A REFORMATION AND LIVELIHOOD PROGRAM FOR IN-SCHOOL AND OUT- OF SCHOOL YOUTH GANG MEMBERS**

The study was conducted to assist in-school and out of-school youth gang members divert their attention through “Pwede Ba, Tagda, Paminawa ug Atimana Ko? A Reformation and Livelihood Program facilitated by the school and the barangay. There were 10 participants in the first set of interviews and FGD while 16 on the second set to answer the following research questions: What does it mean to be in a gang? What are their experiences as members of a gang? What is the effect of the intervention to the youth gang members? What insights youth gang members can share with their colleagues and other youth in the community? Data were gathered qualitatively and were analyzed using thematic analysis. Findings of the study revealed that being in a gang provided the youth a sense of belonging, acceptance, fellowship, self-worth and status, physical safety and protection which were results of peer pressure, poor parental supervision, and failure to realize their membership in a gang. Further, youth experienced participation in violence and incivilities, alcohol, smoking and drug use, anxiousness/fear towards other people, prioritizing gang activities and losing interest in studies and delinquent lifestyle. Youth wanted other youth to know priorities, learn when to say no, choose friends, listen, and respect parents and authorities’ advice and value life and decision. In the light of the findings, join and synergistic efforts from school and the community are needed.

*Keywords: Reformation and Livelihood Program, Gang Members, Action Research*

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## **I. Context and Rationale**

Adolescence is a very vulnerable period where youth start to develop a more permanent sense of identity as influenced by the knowledge absorbed and values acquired in their immediate environment (Schachter & Galliher, 2018). It is theorized as the period of “identity crisis” where they try to define themselves based on the norms and standards set by their own defined society (Erikson, 1968). This transient period is characterized by significant changes in personality and the development of new habits from the influential factors surrounding them (Molbert, 2018).

During this period, youth put optimum on peer relationships which become a significant venue to express themselves and develop interpersonal skills essential for developing friendships. They develop an increased ability to choose one’s peer group and to connect with peers that extend beyond their “inner circles”. Moreover, it is a period of the need to belong, a feeling that they have to fit in to the social environment of mutual benefit of being heard and understood (Larson, & Richards, 1991; McElhaney, Antonishak & Allen, 2008; Baumeister, 2012).

Nonetheless, in their desire to be “in”, youth are prone to risk factors which may result to negative influences (Peterson, Taylor & Esbensen, 2007). One of these is involvement in gangs. Membership in gangs has social appeal to adolescents because it meets their social needs like hanging with friends, listening to same genre of music, parties, socializing with opposite sex, safety, influence of family

members or close friends and economic reasons such as selling drugs or making money. On the other hand, studies also show that risk factors linked to involvement in gangs are product of early negative life experiences which when not taken seriously results to subsequent crime involvement (Curry,& Decker, 2003; Taylor, Peterson, Esbensen & Freng, 2007).

In the public schools, gangs are prevalent and have fueled the public's fear for they are linked to serious crimes and they pose an imminent danger not only to the gang members but also to other people in the vicinity during brawls or riot (Decker & Pyrooz, 2010; Fitch, 2009; Howell & Lynch, 2000). They create fear among other students; hence, most often they are treated with disdain as the "trouble-makers" and receive condemnation for being such. They are considered the enemies whose presence are not welcome and are threatening. Thus, no matter how parents try to disintegrate them from this peer group, they cannot because this is where they felt accepted (Lor, 2003; Ralphs, Medina, & Aldridge, 2009).

Membership in a gang is not only limited to boys. Girls are also prone to join gangs as they are also affected by the different risk- factors affecting them as adolescents. Though may not be as evident as the boys, their participation in gang should not be ignored and they should also be provided the best possible assistance (Moore & Hagedorn, 2001). Studies prove that girls' involvement in gang is as threatening as the boys thus, and should not be taken with triviality (National Commission on Crime and Delinquency (NCCD, 2017); Shaw & Skywalker, 2017).

Lawigan National High School is located in the farthest part of the North of Mati City. It caters to Indigenous Peoples (IP) students with 70 % Mandaya and 30% Muslims from two barangays: Tamisan and Lawigan. It is situated in between these barangays with 10 to 15 kilometers away. It has a total population of 411 in both Junior and Senior High School with 20 Faculty members. Though situated in a far-flung area, it is not exempted from the problem of gang disturbance. Despite a very functional Child Protection Policy, gradually, the problem of safety and security not properly addressed in the community is already felt in the school. The school has become the “meeting point” for cases which started in the barangay or fight with gang groups from other barangay. Since the opening of the school year 2019-2020, more than 10 gang related cases have already been reported and recorded. Parents and barangay officials were called, conferences were conducted and security measures were strengthened; however, the problem persists.

Recently, some students were caught in possession of deadly weapons which they purposely brought to school for their enemies. Girl members help in facilitating these weapons by putting them in their bags. Aggravating, weeks ago, a student was brought to the hospital due to stabbed wounds caused by another student during their Barangay Fiesta which called for an all-out war from the other gang. Consequently, some parents clamored to transfer their children to other schools if this problem would not be given solution while some parents of gang members wanted their children to drop from school or transfer

them to the city proper schools. Though pacified, these situations put me as the School Principal in quandary and challenge me to look for an intervention that calls for a holistic intervention that goes “beyond the situation.”

In terms of school related activities, these students manifest problematic attitude in their interest in learning, attendance and absenteeism. Most of them have availed of the Alternative Delivery Mode (ADM) through Dropout Reduction Program (DORP) (Department of Education Order No. 54 s. 2012). However, with the new law of the government’s Pantawid Pamilyang Pilipino Program (4Ps) which specify that in the event one of the children dropped from school, all children can no longer availed of the program (Republic Act 11310). Accordingly, parents appealed to have these students be in the regular class.

Despite the problems this group of students brought to the community or to the school, I, as a member of the Department of Education, am mandated to protect learners from all forms of conditions that are prejudicial to their development and to ensure that their welfare is given utmost importance (D.O. No. 40 s. 2012). I must be true to this mandate and to address the special circumstances of every student even to those who become delinquents/at risk or those who are already in conflict with the law (D.O. No. 18 s. 2015). Instead of focusing on their mistakes or treating them as menace, it is best to help them acknowledge their potential and capitalize on it to be contributor in nation-building (D.O. No. 36 s. 2013). The need is urgent and should be given immediate attention; hence, these young people

can find value with their life and divert their time, energy and effort to positive and worthwhile activities while they enjoy their schooling.

In view of all these, my study developed an intervention program which explored first their reasons for joining gang and their experiences, to address the youth gang members' psychological, emotional, economic and social concerns through collaboration with the barangay.

## **II. Research Questions**

Generally, this study is to assist/guide gang member youth in-school and out -of school divert their attention from gang and engage in positive activities and appreciate the importance of schooling through an intervention program.

Specifically, this study sought to answer the following questions:

1. What does it mean to be in a gang?
2. What are their experiences as members of a gang?
3. What is the effect of the intervention to the youth gang members?
4. What insights youth gang members can share with their colleagues and other youth in the community?



### **III. Innovation, Intervention, and Strategy**

#### **A. The Intervention**

“Pwede Ba, Tagda, Paminawa ug Atimana Ko”: A Reformation and Livelihood Program for In- School and Out-Of School Youth Gang Members is a pleading from the group of students who needed special attention. It was done through listening to their voice through an In-depth Interview (II) and Focus Group Discussion (FGD). It aims at addressing all the facets of their problem from psychological, emotional, economic and social in close coordination with the barangay.

##### **1. Reformation Program**

This is one feature of the intervention which purpose is to make the youth realize the importance of life, education, planning for the future, abiding with the rules and laws, respect for parents and the authority. Moreover, this intervention acknowledges that the “inner circle” around the youth gang members have so much influence and impact on them; thus, parents and teachers were also included. This was facilitated through debriefing/trainings/seminars/workshops for students by the SK chair and members, debriefing/trainings/seminars/workshops for parents by the Barangay Committee Chair On Safety And Security (BCSS) and Barangay Committee for the Protection of the Child (CBPC), debriefing/trainings/seminars/workshops

for teachers by the barangay committee for the protection of the child (CBPC) and Sports activities by the SK chair and members.

a. Debriefing/Trainings/Seminars/Workshops for Students

This is purposely conducted for youth gang members who identified themselves and consented to join and participate in the program. This was facilitated by the SK Chair and members and conducted at least twice a week, every Saturday and Sunday for one month.

b. Debriefing/Trainings/Seminars/Workshops for Parents

Debriefing/trainings/seminars/workshops for parents is/are conducted/spearheaded by the Barangay Committee Chair on Safety and Security (BCSS) and Barangay Committee for the Protection of the Child (CBPC) purposely to provide parents Psycho-social support in dealing with their circumstances as parent/s of youth gang members. Further, it tackled topics on responsible parenting, parenting for children/youth with special circumstances and juvenile delinquency and the law. This was conducted twice a month.

c. Debriefing/Trainings/Seminars/Workshops for Teachers

Debriefing/trainings/seminars/workshops for teachers was conducted by the Barangay Committee for the Protection of the Child (CBPC) with the School Head. This was conducted to provide teachers Psycho-social support in dealing with challenging students. It reminds them of their role as the second parents and the latitude of their influence on the lives of the youth gang members and students as a whole. It covered statutes and laws on delinquents and the law, child protection laws and DepEd Order 18, S. 2015 – DepEd Guidelines and Procedures on the Management Of Children-At-Risk (CAR) and Children In Conflict with the Law (CICL).

d. Sports Activities

Sports is proven to have a positive impact on youth and can divert their time and attention. This is one aspect of the intervention. Sports activities such as basketball, volleyball, and swimming etc. were facilitated to youth gang members and other youth in the Barangay. This was conducted every Saturday and Sunday after the debriefing trainings/seminars/workshops.

## 2. The Livelihood Program

This aspect of the intervention is purposely for youth gang members who are above 18. This is to allow the identified youth gang members to divert their time and effort to develop their sense of responsibility for the community while earning an income. These youth were utilized as members of the functionaries whose job is to maintain the cleanliness of the surrounding, cleaning the seashore, beautification, garbage segregating and collecting and the like.

### **B. Specific Objectives:**

It aims to:

1. assist
  - a. the youth in understanding themselves.
  - b. parents in understanding the situation of their children.
  - c. teachers to deal with this group of students.
2. coordinate with the barangay officials in debriefing/trainings/seminars/workshops of gang members, parents and teachers.
3. provide sports activities to the youth that would divert their time, energy and effort.
4. assist the above 18 youth in their economic needs through a livelihood program.

5. provide debriefing/trainings/seminars/workshops to the youth gang member to understand themselves and the importance of education.

6. provide debriefing to parents to deal with their children who are gang members.

**C. Venue**

- Lawigan National High School
- Brgy. Lawigan Activity Center

**D. Facilitators/ Partners**

- School's Child Protection Committee (SCPC)
- Punong Barangay
- Barangay Committee for the Protection of the Child (CBPC)
- Sangguniang Kabataan (SK) chair and members
- Barangay Committee Chair on Safety and Security (BCSS)

**F. Mode of the Intervention**

- Conferences
- Debriefing/trainings/seminars/workshops for students by the SK Chair and Members
- Debriefing/trainings/seminars/workshops for parents by the Barangay Committee Chair on Safety and Security (BCSS) and Barangay Committee for the Protection of the Child (CBPC)
- Debriefing/trainings/seminars/workshops for teachers by the Barangay Committee for the Protection of the Child (CBPC)

- Livelihood Program through the barangay
- Sports activities by the SK chairs and members
- Monitoring by the SCPC, CBPC and BCSS
- Reflection/Evaluation of the Intervention Program

Social Development Model

#### **IV. Action Research Methods**

The research action methods are presented in this section.

##### **A. Participants and/or Other Sources of Data and Information**

###### **1. The Participants**

The main source of data in the study are the participants. As for inclusion in the study, the participants are the in-school and out-of- school youth gang members residing in Barangay Lawigan who manifested desire to participate in the study by signing the informed consent. Youth gang members who did not sign the informed consent or those who signed but were not approved by their parents were not included in the study. They were chosen using the snowball sampling. In this sampling method, a primary participant served as the “gate keeper” (Krueger, 2000).

In this study, he was a student who was vocal/open with his membership with the gang and was willing to help in determining who would be the other participants of the study whom he believed to be “information-rich” (Creswell, 2013). This

method was used in order to expand the sample by asking one informed participant to recommend others for interviewing.

To determine the number of participants in the in-depth interview, I followed the suggestions of Creswell (2013) to employ 5 – 25 participants in the individual interview because having this number provided for the saturation of data. For the FGD, I followed the recommendation of Mack, Woodsong, Macqueen, Guest and Name (2005) to utilize a maximum of eight participants.

Since some participants were below 18, a parent's consent translated to the local dialect was given to the parents during a meeting. The content was discussed and deliberated as to the study's purpose, duration, the mode of data gathering, the preservation of anonymity, respect for privacy and confidentiality, the risks and benefits, the withdrawal from the study, the preservation of data and findings. The same contents were included in the informed consent which were explained to the gang member who wished to become a participant.

After parents signed the parent's consent, each intended participant was given the chance to ask and clarify the content of the informed consent. When everything was clear and they agreed on the date, time and place of the interview, they affixed their signature on the informed consent as a proof that they were willing to be a participant of the study. However, any moment they wished to withdraw from the study, they were allowed to.

After signing the informed consent, they were given pseudonyms to preserve their identity/anonymity.

Table 1 presents the respondents of the study before the intervention. As gleaned, there are five informants for the in-depth interview and five participants during the FGD a total of 10. Each

*Table 1*  
*Participants of the Study*

<b>Pseudonyms</b>	<b>Age</b>	<b>Gender</b>	<b>No. of Months/Years in the Gang</b>	<b>Status</b>
<b>In- Depth Interview</b>				
1. Piolo	18	Male	More than 1 year	In-School
2. John Lloyd	17	Male	More than 1 year	In-School
3. Daniel	19	Male	2 years	Out-of-School
4. James	18	Male	More than 2 years	Out-of-School
5. Bea	17	Female	8 months	In-School
TOTAL = 5				
<b>FGD</b>				
1. Coco	16	Male	More than 1 year	In-School
2. Gerald	18	Male	2 years	Out-of-School
3. Enrique	18	Male	More than 2 years	In-School
4. Joshua	16	Male	More than 2 years	In-School
5. Paulo	15	Male	More than 1 year	In-School
TOTAL = 5				
<b>GRAND TOTAL = 10</b>				

was given a pseudonym. There are four participants who are below 18 and six over 18 while nine are males and one female. As to their number of years, only one is below one year while the rest are more than 1 year and 2 years. With their status, three are out-of- school while the rest are in-school.

Reflected in Table 2 is the participants during the intervention. As reflected, there are 16 participants in the



intervention. There are eight youth below 18 and nine who are 18 and above. Two are females and 14 males. Two are members in the gang for eight months, six are for more than one year, three for two years

*Table 2*  
*Participants during the Intervention*

<b>Pseudonyms</b>	<b>Age</b>	<b>Gender</b>	<b>No. of Months/Years in the Gang</b>	<b>Status</b>
1. Piolo	18	Male	More than 1 year	In-School
2. John Lloyd	17	Male	More than 1 year	In-School
3. Daniel	19	Male	2 years	Out-of-School
4. James	18	Male	More than 2 years	Out-of-School
5. Bea	17	Female	8 months	In-School
6. Coco	16	Male	More than 1 year	In-School
7. Gerald	18	Male	2 years	Out-of-School
8. Enrique	18	Male	More than 2 years	In-School
9. Joshua	16	Male	More than 2 years	In-School
10. Paulo	15	Male	More than 1 year	In-School
11. Kim	17	Female	8 months	In-School
12. Robi	18	Male	More than 2 years	Out-of-School
13. Carlo	18	Male	More than 2 years	Out-of-School
14. Matteo	17	Male	2 years	Out-of-School
15. Arjo	18	Male	More than 1 year	In-School
16. Zanjoe	16	Male	More than 1 year	In-School
<b><u>TOTAL = 16</u></b>				

and five for more than two years. There are 10 who are in-school and six who are out-of school.

## **2. Other Sources of Data**

Other sources of data were the parents, the barangay records, the community, the school, friends and classmates of the participants/informants. These were limited to those who were willing to provide information after signing an informed

consent and when the information needed did not suffice by the data that were gathered from the participants/informants.

School records and barangay records were also used to substantiate or to complete data.

## **B. Data Gathering Methods**

Data gathering used was qualitative. In all the research questions, the qualitative data gathering method was utilized because the nature of the research needs an in-depth investigation through researcher-made Interview Guide translated into the local dialect.

According to Creswell (2013) qualitative is “highly recommended for the investigation of complex interactions and processes. The purpose of qualitative research is to obtain specific information from the participants’ own perspective. Thus, the researcher shares with the thought that the realities of the participants’ experiences are as valid as their experiences. Qualitative study acknowledges that human experiences are subjective and involves various meanings.

A qualitative study has to comply with the issue of trustworthiness. In my study, I followed the suggestion of Lincoln and Guba (1985) to employ the four criteria: credibility, dependability, transferability and confirmability.

Credibility was established through member-checking and peer-debriefing. Member check involved the participants approving the findings as the primary criterion used to

strengthen the credibility of this study (Lincoln & Guba, 1985). Moustakas (1994) referred to it as the validation of data. After each interview, I checked for clarity and meaning of what was being described. Each participant was given a copy of his or her transcript and was asked to verify, correct, and comment on the accuracy of the transcript.

Another strategy which I used to increase credibility is triangulation. Lincoln and Guba (1985) described it as the process of increasing the chances that the results of a research study would be viewed as credible. Miles and Huberman (1994) considered it a strategy for improving the validity of research or evaluation findings and an essential strategy to eliminate bias.

The second and the third criteria to establish trustworthiness stipulated by Lincoln and Guba (1985) are dependability and confirmability. Dependability represents the reliability of the research results and confirmability describes the degree of researcher's objectivity. To address these issues, this study utilized the audit trail which tracked the source or sources of data. Doing this, I was able to trace easily the authenticity of the statements included in the study.

Transferability, the fourth among the criteria is not the goal of a phenomenological research according to Moustakas (1994). However, Lincoln and Guba (1985) discussed that making use of the other three criteria: credibility, dependability and confirmability may increase the likelihood of transferability.

Another method to increase the possibility of transferability .Using detailed language enhanced richness which deepens the description.

Moreover, to guarantee ethical research an informed consent should be used especially in dealing with human beings as participants (Shahnazarian, 2017). In my study, I utilized an informed consent which was translated to the local language. All the necessary information and details such as the purpose of the research study, the benefits and risks, the preservation of the anonymity of the participants, voluntary participation, the right to withdraw and confidentiality of the data were included. My contact number was also given so that I could easily be reached or contacted for any query or uncertainty.

In all the activities even during the intervention, this study uphold to the principle of preservation of anonymity; hence, no pictures or possibility in exposing the identity of the participants most especially that they are youth. All documents that were utilized in the study that would lead to their identity were kept confidential and kept in safekeeping.

To lessen the possibility of misinterpretation, this study used in-depth interview and FGD. According to Stake (2000), triangulation or the multi-method is the process of using multiple perceptions to clarify meaning by verifying the repeatability of the observation or interpretation and by identifying the various ways the phenomenon is seen. Multiple

methods contribute to methodological rigor. Moreover, it serves to contribute to the validity of the data accumulated from the study (Patton, 2002).

### **Interview**

Considering the very purpose of this study which is to explore the reasons or meaning of gang to the youth and their experiences, interview was one of the major methods in the collection of data. According to van Manen (2017b), during interview, a person can speak his/her thoughts because it is easier to speak than write personal experience as if it is lived.

In -depth interviews were facilitated by the Child-Protection/Guidance Designate of the school in the place chosen by the participants. Since she was also a resident of the place, it was easy for them to meet anytime at the participant's available time stipulated in the informed consent. As the participants are youth probes and follow-up questions were employed in order to ensure that their ideas would be explained fully. Interview session allotted time was 40 minutes to one hour contingent upon a participant's response. Debriefing was also done at the end of every round the interview to clarify, to really check from the participants their intended answers or to not include some ideas which should not be included but have been uttered.

Two sets of in-depth interview were facilitated, the first one was before the intervention to answer the first two research

questions: What does it mean to be in a gang? What are their experiences as members of a gang? The second set was to answer the remaining questions after the intervention: What is the effect of the intervention to the youth gang members? What insights youth gang members can share with their colleagues and other youth in the community?

### **Focus Group Discussion**

Another form of data gathering utilized in this study was the FGD. Just like the interview, this was a very rich source of data. FGD gives researchers access to the ideas, opinions, viewpoints, attitudes, and experiences of their participants under study." It is described as a meeting with a researcher to discuss a topic seeks after by the researcher in a warm and friendly environment in an attempt to explore participants' sentiments, ideas, and perceptions while encouraging and utilizing group interactions (Madriz, 2000).

In this study, FGD was facilitated to five participants on a Saturday by the guidance designate of the school because of the rapport that this teacher has established with them. This was done in the specified place chosen by the participants. Just like in the in-depth interview, Parent's consent was given to those who were below 18 as an essential requisite especially when participants are minors. When all consents were gathered together, participants were met to inquire the date, day and time everyone would be available as well as to

answer questions, doubts or uncertainties related to the interview. Before the interview started, the protocol for conducting an FGD was explained to clear things and to provide background. When participants affirmed to have understood everything, each was given a number in order for the interaction to go smoothly. But since it was impossible for them not to answer together, their answers were noted as “synchronized answers.” For overlapping answers, their answers were noted as overlapped with another participant.

Just like the interview, two sets of FGD was facilitated. The first one was before the intervention to answer the first two research questions: What does it mean to be in a gang? What are their experiences as members of a gang? The second set was to answer the remaining questions after the intervention: What is the effect of the intervention to the youth gang members? What insights youth gang members can share with their colleagues and other youth in the community?

### **C. Data Analysis**

The data analysis employed in the study:

**Thematic Analysis.** This was used in answer to research questions 1- 4. Thematic analysis is the process of identifying, defining and reporting themes (Maguire & Delahunt, 2017). This is an appropriate data analysis for qualitative data. In this study, themes were the research questions themselves.

## V. RESEARCH WORK PLAN AND TIMELINES

[illegible]





I. Pre-Implementation (Proposal)	Target Date	Actions	Persons Involved	Support Needed From
<b>Planning Stage</b> Dealing with the problem	September 17, 2019	<ul style="list-style-type: none"> <li>• Call up a meeting with the Child Protection Committee (CPC) and present the findings of the study and for the deliberation of the Intervention plan.</li> </ul>	<ul style="list-style-type: none"> <li>• School Principal</li> <li>• Members of the CPC</li> </ul>	<ul style="list-style-type: none"> <li>• Members of the CPC</li> </ul>
	September 18, 2019	<ul style="list-style-type: none"> <li>• Call up a meeting with Punong Barangay, SK Chair, BCPC Chair, Peace and Security Chair to present the Intervention Plan and to solicit ideas for the finalization of the Intervention Plan.</li> <li>• Come up with a Memorandum of Agreement with the Barangay</li> <li>• Scheduling</li> </ul>	<ul style="list-style-type: none"> <li>• School Principal</li> <li>• Members of the CPC</li> <li>• Punong Barangay</li> <li>• SK Chair</li> <li>• BCPC Chair, Peace and Security Chair</li> </ul>	<ul style="list-style-type: none"> <li>• School Principal</li> <li>• Members of the CPC</li> <li>• Punong Barangay</li> <li>• SK Chair</li> <li>• BCPC Chair, Peace and Security Chair</li> </ul>
	September 19, 2019	Signing of Agreements	<ul style="list-style-type: none"> <li>• School Principal</li> <li>• CPC Coordinator</li> <li>• Punong Barangay</li> <li>• Chair, Committee on Education</li> </ul>	<ul style="list-style-type: none"> <li>• School Principal</li> <li>• CPC Coordinator</li> <li>• Punong Barangay</li> <li>• Chair, Committee on Education</li> </ul>
	September 20, 2019	<ul style="list-style-type: none"> <li>• Call up a faculty meeting to present the Intervention Plan and set the schedule for its implementation.</li> <li>• Call up a meeting of the identified gang members to present the Intervention Plan and set the schedule for its implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• School Principal</li> <li>• Parents</li> <li>• Faculty Members</li> <li>• Parents</li> </ul>	

- Releasing of the Parent's Consent  
(for those willing that their  
children be included in the  
Program)
- Signing of the Informed Consent  
of the participants who are willing  
to be a part of the study.

<b>I. Implementation Facing the Problem</b>	<b>Target Date</b>	<b>Actions</b>	<b>Persons Involved</b>	<b>Support Needed From</b>
	October 1, 2019	<ul style="list-style-type: none"> <li>Data Gathering for Research Questions 1-2</li> </ul>	<ul style="list-style-type: none"> <li>School Principal</li> <li>Members of the CPC</li> </ul>	<ul style="list-style-type: none"> <li>Members of the CPC</li> </ul>
	October 8, 2019	<ul style="list-style-type: none"> <li>Data Analysis of Research Questions 1-2</li> </ul>	<ul style="list-style-type: none"> <li>School Principal</li> <li>Members of the CPC</li> </ul>	<ul style="list-style-type: none"> <li>Members of the CPC</li> </ul>
	October 22, 2019	<ul style="list-style-type: none"> <li>Revision of the Intervention Plan based on the Findings</li> </ul>	<ul style="list-style-type: none"> <li>School Principal</li> <li>Members of the CPC</li> <li>Punong Barangay</li> <li>SK Chair</li> <li>BCPC Chair, Peace and Security Chair</li> </ul>	<ul style="list-style-type: none"> <li>School Principal</li> <li>Members of the CPC</li> <li>Punong Barangay</li> <li>SK Chair</li> <li>BCPC Chair, Peace and Security Chair</li> </ul>
	October 29, 2019	<ul style="list-style-type: none"> <li>Finalization of the Intervention(Contents of the Debriefing/Trainings/Seminars/Workshops)/Sports Activities</li> </ul>	<ul style="list-style-type: none"> <li>School Principal</li> <li>Members of the CPC</li> <li>Punong Barangay</li> <li>SK Chair</li> <li>BCPC Chair, Peace and Security Chair</li> </ul>	<ul style="list-style-type: none"> <li>School Principal</li> <li>Members of the CPC</li> <li>Punong Barangay</li> <li>SK Chair</li> <li>BCPC Chair, Peace and Security Chair</li> </ul>
	November 4-February 7, 2020	<ul style="list-style-type: none"> <li>Debriefing/Trainings/Seminars/Workshops/Sports Activities/Livelihood Program. (THE INTERVENTION PHASE)</li> </ul>	<ul style="list-style-type: none"> <li>School Principal</li> <li>Members of the CPC</li> <li>Punong Barangay</li> <li>SK Chair</li> <li>BCPC Chair, Peace and Security Chair</li> </ul>	<ul style="list-style-type: none"> <li>School Principal</li> <li>Members of the CPC</li> <li>Punong Barangay</li> <li>SK Chair</li> <li>BCPC Chair, Peace and Security Chair</li> </ul>

**Note:** In-school youth gang members attend the sessions/sports events on Saturdays and Sundays.

III. Post Implementation	Target Date	Actions	Persons Involved	Support Needed From
Activity: Review the Program	February 7, 2020	<ul style="list-style-type: none"> <li>Data Gathering for Research Questions 3-4</li> </ul>	<ul style="list-style-type: none"> <li>School Principal</li> <li>Members of the CPC</li> </ul>	<ul style="list-style-type: none"> <li>Members of the CPC</li> </ul>
	February 12, 2020	<ul style="list-style-type: none"> <li>Data Analysis on the Effect of the Intervention – Research Questions 3-4</li> </ul>	<ul style="list-style-type: none"> <li>School Principal</li> <li>Members of the CPC</li> </ul>	<ul style="list-style-type: none"> <li>Members of the CPC</li> </ul>
	February 19-March 2020	<ul style="list-style-type: none"> <li>Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>School Principal</li> <li>Members of the CPC</li> <li>Punong Barangay</li> <li>SK Chair</li> <li>BCPC Chair, Peace and Security Chair</li> </ul>	<ul style="list-style-type: none"> <li>School Principal</li> <li>Members of the CPC</li> <li>Punong Barangay</li> <li>SK Chair</li> <li>BCPC Chair, Peace and Security Chair</li> </ul>
	February 19, 2020	<ul style="list-style-type: none"> <li>Reflection</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	February 19, 2020	<ul style="list-style-type: none"> <li>Evaluation of the Intervention program of the Action Research</li> </ul>	<ul style="list-style-type: none"> <li>School Principal</li> <li>Members of the CPC</li> <li>Punong Barangay</li> <li>SK Chair</li> <li>BCPC Chair, Peace and Security Chair</li> </ul>	<ul style="list-style-type: none"> <li>School Principal</li> <li>Members of the CPC</li> <li>Punong Barangay</li> <li>SK Chair</li> <li>BCPC Chair, Peace and Security Chair</li> </ul>

February 20, 2020	<ul style="list-style-type: none"> <li>Finalization of the Action Research</li> </ul>	<ul style="list-style-type: none"> <li>School Principal</li> <li>Members of the CPC</li> <li>Punong Barangay</li> <li>SK Chair</li> <li>BCPC Chair, Peace and Security Chair</li> </ul>	<ul style="list-style-type: none"> <li>School Principal</li> <li>Members of the CPC</li> <li>Punong Barangay</li> <li>SK Chair</li> <li>BCPC Chair, Peace and Security Chair</li> </ul>
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## VI. COST ESTIMATES

The part shows the detailed breakdown of the items with their corresponding costs.

Activities	Item and Specification	Unit	Price	Quantity	Total
Pre- Implementation Phase	Bond paper (Long size)	reams	230.00	2	460.00
	Ink (red, blue, yellow, black)	bot	230.00	4	920.00
	Snacks during meetings	packs	20.00	30	600.00
	Cell Card	piece	300.00	1	300.00
Implementation Phase	Meal & Snacks for 22 persons (participants and facilitators) for 5 days	packs	120.00	22	13,200.00
	Meal & Snacks for 22 persons (parents of the participants and facilitators) for 3 days	packs	120.00	22	7,920.00
	Meal & Snacks for 30 persons (parents of the participants and facilitators) for 1 day	packs	120.00	30	3,600.00
Post-Implementation Phase					
Completion of the Action Research Paper					

Dissemination of the completed action research paper during school LAC session	1 snacks & 1 meal for 25 persons	packs	120.00	25	3,000.00
<b>TOTAL</b>					<b>P 30, 000</b>

## **VII. Plans for Dissemination and Utilization**

Action research findings of the study should be communicated and interacted with by the intended audience to facilitate decision-making process and practice (Wilson, Petticrew, Calnan, & Natarath, 2010).

This action research would be sent to the participants and their parents, stakeholders directly involved in the process and the Division Office. Since the study dealt with a very sensitive issue, caution was observed to preserve the anonymity of the participants.

As to its utilization, the action research would serve as a basis for benchmarking of other schools / government agencies or institutions that share the same interest. It would also be presented during School Learning Action Cell (SLAC), research colloquiums in and outside of the Division and in national/ international fora. It would be prepared and presented for peer-review to be published in the DepEd journals and other national/international journals to provide other researchers insights and those who are interested with the study. A brief research report may be submitted to the DepEd policy-makers for policy review. The study may also be replicated using different setting and participants. Future researchers may add some features which may have not been tackled/included in the present study.

## **VIII. Discussion of Results and Reflection**

This chapter details the results and reflection of qualitative data analysis in answer to the following research questions:

1. What does it mean to be in a gang?



2. What are their experiences as members of a gang?
3. What is the effect of the intervention to the youth gang members?
4. What insights youth gang members learn from the Intervention Program?

Questions used for both the in-depth interview and the FGD were from the interview guide which was also based on the research questions. This chapter is divided into the following sections: Section A explains the procedure undertaken in the categorization of the emergent themes. Section B details the discussion of results in answer to research questions 1-4 and Section C is the reflection which is subdivided into personal introspection and implication for practice. Participants' responses to both the FGD and in-depth interview questions were encoded. The data emergent themes were presented in tables.

#### **A. Categorization of Themes**

After the interview and a discussion with the focus group participants, responses were transcribed verbatim from the recorded interview. In the analysis of data, three steps were used: data reduction, data display and conclusion drawing and verification (van Manen, 2007). *Data reduction* was facilitated by simplifying the data. *Data display* was presented in tables as shown in Table 2 to 5, elucidating the findings as well as the core ideas. The final step, conclusion drawing and verification phase was formulated by having preliminary ideas about the patterns of the responses.

To come up with emergent themes, ideas/phrases which had the same pattern and could be categorized as one were put together until themes were generated. The research questions were made to be the major themes because almost all responses to the questions under each research question were all leading to the research question itself. Consequently, the responses that were generated in order to be categorized appropriately into the major themes were aligned. These were presented in Tables 2 to 5.

In establishing the audit trail, the researcher utilized these code style: In-depth Interview is coded as II, Focus Group Discussion is FGD, informant is I while participant is P; whereas the research question is RQ. The number assigned to the informant/participant and the research question are added; thus, if the core ideas were the statements/responses of the first informant in the in-depth interview in answer to research question 1, the code would be=III1RQ1. Further, if the core ideas were the statements/responses of the first participant in the FGD in answer to research question 2, the code would be: FGDP2RQ2. Subsequently, these codes were used in the study.

In presenting the findings, the verbatim response/s or statement/s of the informant/participant in italics was/were presented with its/their translation enclosed in the parenthesis.

## **B. Discussion of Results**

### **Themes and Core Ideas on What Does It Mean to be in a Gang**

Revealed in Table 2 are the themes and core ideas what does it mean to be in a gang. For this research question, 7 themes emerged: *a sense of belonging, acceptance and loyalty, fellowship and brotherhood, self-worth and status, the need for physical safety and protection, peer pressure, poor parental supervision and failure to realize what being in a gang means.*

### **A sense of belonging, acceptance and loyalty**

Most often, people raise eyebrows whenever they hear membership in a gang and are condemn as troublemakers. One of the informants expressed vividly his reasons in his involvement in the gang:

*Daghay wala nakasabot man gud maam. Pag member ka sa gang, isa man gud inyo huna-huna og sentiments. I mean, dawat man gud ka dria. Pag naa kay problema, gi paminawan ka. Lami kaayo bation na naa bita nakasabot sa imoha (III2RQ1).*

(A lot of people don't understand it ma'am. If you are a member of the gang, you have the same thoughts and sentiments. I mean, you are accepted here. If you have a problem, you are listened to. The feeling is so good that there are people who understand you).

Undeniably, one of the very reasons why youth joined in gang is a sense of belonging, acceptance and loyalty. This concurs with Knudsen (2017) who found that as a youth the influence of their

**Table 2**

*Major Themes and Core Ideas on What Does It Mean to be in a Gang*

Themes	Core Ideas
	I am in a group of people who understand me.
	I feel I belong.
	My friends understand me better than my parents.
	We share the same thoughts and sentiments.

<b>A sense of belonging, acceptance and loyalty</b>	My friends listen to my problems.
	These people accept me for who I am.
	I can be myself with my friends.
	We are friends for life; through thick and thin.
	They will fight and kill for me.
	Their friends are my friends; their enemies are my enemies.
<b>Fellowship and brotherhood</b>	We are one; one in thoughts and purpose.
	We are a family in the gang. We stick to each other.
	When someone has a problem it's is our responsibility to get involved.
	We have to protect each other. The fight of a member is the fight of all.
	We are more than friends.
<b>Self-worth and status</b>	I feel I am different when I am with my friends.
	When I am with my friends, I feel somebody.
	My classmates cannot look down on me anymore.
	I feel I am being look up to by people in the school and in the community.
	Those who hate me are now scared of me.
	My classmates and friends respect me more now that I am a member of the gang.
	I feel special because most eyes are on me/us.
<b>The need for physical safety and protection</b>	If you are in a gang, people are scared to touch you.
	My enemies cannot harm me anymore because I am surrounded by my friends.
	We fight together so they are scared of us.
	If someone wants to have a fight with me, I have nothing to worry anymore
	No one will challenge me now.
	We can fight with whatever fight they want.
<b>Peer pressure</b>	I am scared to say no when I was recruited so I joined.
	My best friend is a member of the gang so he wants me to be a member too.
	My friend told, me to join and I can't say no because he'll get mad at me.
	The head of the group is my cousin.
	Almost all my friends are members of the gang, If I will not join, I'll be alone.
<b>Poor parental supervision/Family situation</b>	My parents are both busy. They can't seem to find time for me.
	I hate to stay home because my parents quarrel often.
	My mother always shouts while my father is always drunk.
	I seldom see my father because he stays in the sea for weeks sometimes months.
	I have no peace at home. Everything is chaotic.
	My mother always nags and father hurt me every time she tells my father about me.
<b>Failure to realize what being in a gang means</b>	What you hear and see in our home is fighting and shouting.
	I thought at first that I can just get out from the group anytime I want.
	I just want to "in" and have friends but now it's a different thing because my friends are already violent.
	I thought its "cool" to be a member because you become famous in the school.
	I want to have friends; not enemies.
	I thought it's just pure friendship but now the Tanods and even the police are after us.

peers count so much and often more valued than the family especially when they do not have strong ties with their family especially when they encountered failure or stressors in or outside of the home (Uink, Modecki, & Barber, 2016).

### **Fellowship and brotherhood**

Another reason why youth are involved in gang is for fellowship and brotherhood. This participant was enthusiastic enough to express his reasons:

*Kami na member sa gang, pamilya mi diria. Pag ang isa naay problema, responsibility namo na mag apil. Dapat namo proteksyonana ang isa't isa. Ang away sa isa, away sa tanan (FGDP5RQ1).*

(We, members of the gang, we are a family here. if someone has a problem, it's our responsibility to get involved. We have to protect each other. The fight of one is the fight of all).

Typically, youth find friendship as a source of their happiness which can affect their psychological well-being. Oftentimes these friends share the same thoughts, sentiments and outlook. However, when youth valued friendship so much, they tend to develop a sense of fellowship and brotherhood (New Port Academy, 2018). This is proven by the study maybe because they tend to defend with each other while others are dependent on their gang member friends.

### **Self-worth and status**

Self-worth and status was also found to be one of the reasons why youth joined in the gang. Another participant, clarifies his stand in his membership in the gang. He explains that:

*Kung member man gud ka sa gang ma'am, gina lantaw ka. Akong mga classmates of mga amigo kay gi respeto ko samot karon na member na ko sa gang (FGDP3RQ1).*

(If you are a member of the gang ma'am, you are looked up to. My classmates and friends respect me more now that I am a member of the gang).

Apparently, one of the reasons why youth joined gang is for self-worth and status. This is in agreement with Dmitrieva, Gibson, Steinberg, Piquero, and Fagan (2014) that gang membership aggrandized self-esteem and status as it helped them to profess to be brave and project strong image.

### **The need for physical safety and protection**

Another reason why youth are into gang is the need for physical safety and protection. One of the informants express vehemently his feelings towards this:

*Kung naa ka sa gang, mahadlok ang mga tao na mag hilabot sa imo. Ang akong mga kalaban kay di na makahilabot sa akong kay nakapalibot akong mga amigo. Wala nay mag challenge nako (IIII5RQ1).*

(If you are in a gang, people are scared to touch you. My enemies cannot harm me anymore because I am surrounded by my friends. No one will challenge me now).

Consequently, youth membership in the gang compelled them to engage in physical duel with other gangs or with individuals whom a member has a conflict or grudge with. Hence, joining gang, the youth believed it could provide them the physical safety and protection they needed (Howell, and Griffiths, 2015).

### **Peer pressure**

Another reason why youth involved in a gang is peer pressure. One informant shared his reason why he decided to become a member of the gang:

*Akoang best friend ma'am kay member sa gang. Gusto niya mag pa member sad ko. Kasagaran man pud gud sa akong mga amigo kay member pud so kung di ko mag apil, wala na ko kauban (III6RQ1).*

(My best friend is a member of the gang so he wants me to be a member too. Almost all my friends are members of the gang, if I will not join, I'll be alone.).

The study found that one of the reasons for gang membership of the youth is peer pressure. Friends matter so much to youth and how they fit in to their peers has a great impact to them. Their friends influence how they think and act. On the other hand, in order to blend with their peers and they give in to this pressure. This finding is in agreement with Esiri (2016) who attested that peer pressure is an important factor for “swaying” to deviant and criminal behavior.

### **Poor Parental Supervision**

Youth do not only include their personal concerns and situations for reasons for being in the gang. Their parents are one of them. Almost all share the same thoughts in the FGD. However, one of them has the most emotional response:

*Akong mga parents maam pareho busy. Murag di sila maka kita oras para sa akoo. Di ko ganahan magpuyo balay kay sige pud sila away. Akong mama kay sige singgit unya akong papa kay hubog pirme. Walay peace sa balay. Tanan gubot (FGDP3RQ1).*

(My parents are both busy. They can't seem to find time for me. I hate to stay home because my parents

quarrel often. My mother always shouts while my father is always drunk. I have no peace at home. Everything is chaotic).

Sadly, youth admitted that they joined gang because of their problem with their parents. Parents remained the most influential figures in the life of their children. Nonetheless, they too have the strongest impact on their development. In the study of Green (2020) deviant behavior among children, adolescents, and adults appear to be strongly influenced by the unfavorable attachment and relationship they experienced with their parents. Participants in the study expressed their “not so good” relationship with their parents and their desire to stay away from home due to the chaos that they felt at home.

### **Failure to realize what being in a gang means**

Finally, youth express confusion over their being in the gang. One of them was brave enough to express her thoughts during the in-depth interview. She said:

*Pagtuo man gud nako maka gawas ko sa group anytime na gusto nako. Gusto lang nako na ma “in” sa grupo pero lahi na diay nahitungod kay akong mga friends mga nagapanakit na (III4RQ1).*

(I thought at first that I can just get out anytime I want. I just want to be “in” and have friends but now it’s a different thing because my friends are already violent).

Unquestionably, youth joined gang as a “bandwagon effect” because they have friends who are members so they wanted to join to. This thought is typical of youth because of the bond that they wanted to connect with friends. Eventually, youth realize that being in the gang is not what they thought it is to be (National



Institute of Justice, 2011). Same finding is found in the study. Some youth expressed their confusion as to the real nature of gang.

### **Themes and Core Ideas on Experiences as Members of a Gang**

Reflected in Table 3 are the themes and core ideas on the experiences of the youth gang member. For this research question, 5 themes emerged: *participation in violence and incivilities, alcohol, smoking and drug use, anxiousness/fear towards other people, prioritizing gang activities and losing interest in studies and delinquent lifestyle.*

#### **Participation in violence and incivilities**

Being in a gang, proves that youth participated in violence and incivilities which they have not experienced all their life. Most of them shared their experiences during the FGD: Two of them had the grievous ones:

*Naka experience ko ma'am nakadunggab ko kalaban pero nag dagan ko kay gi ingnan mi na naa daw police (FGDP1RQ2).*

**Table 3**  
***Major Themes and Core Ideas on Experiences as Members of a Gang***

<b>Themes</b>	<b>Core Ideas</b>
<b>Participation in violence and incivilities</b>	I participated in a street brawl and we ran after our enemies.
	We fought with a member of another gang.
	We went to their school and waited for the other gang members to fight.
	I experienced kicking and stabbing an enemy but I ran away because I was told that there was a policeman.
	I experience shooting an enemy with "sumpak" and I hit him.
	We declared all-out war with another gang.
	They want to fight with us so we are giving them what they asked.
	Membership in the gang has allowed me to experience violence.
	We have to fight to declare our superiority over other groups.
	We have to show to people that we are the best group so we need to show that we are the best in fighting.
	We were caught by the Tanods and investigated.

<b>Alcohol, smoking and drug use</b>	Participation in gang has allowed me to try the use of marijuana since most of us are using and they can afford it.
	Drinking and smoking are natural when you are in the gang.
	Drinking makes you brave and physically alert.
	I feel good when I drink and smoke marijuana.
<b>Anxiousness/ Fear towards other people</b>	I am anxious whether my classmates hate us because of our membership in the gang.
	Our teachers seem to know of my participation in the gang.
	My parents seem to be doubting me now.
	I feel uneasy when some people look at me as if watching my moves.
	I am apprehensive that I have some classmates who are friends of other gang members.
	My classmates are looking at me as if I am evil.
	Often I do not go to school and just stay with my friends.
	We do not attend our classes and look for a quiet place to plan for our next move.
	My membership in the gang is more important than schooling.
	I go to school because my gang mates are there.
	I just go to school because my parents are asking me.
	I just go to school because my parents wanted me.
<b>Delinquent lifestyle</b>	Life in the gang requires you to be ready anytime for the fight with other gang groups.
	I do not listen to my parents anymore; they can do whatever they want. I don't care anymore.
	I seldom go home. I just stay with a gang mate whose mother is abroad.
	I want to be free to do what I want. I am tired of listening to the advice of my parents.
	I just want to fight and prove which is the best group.

(I experienced kicking and stabbing a person but I ran away because we were told that there was a policeman).

*Naka experience ko ma'am na g baril nako sumpak akong kalaban og naigo dyud siya nako. Kita nako nag dugo dyud (FGDP2RQ2).* (I experience shooting an enemy with “sumpak” and I really hit him. I saw it bled).

Often, membership in the gang is attached to commission of violence and other incivilities. This was attested by the participants in the study. This finding is in conformity with Bullard, and Reid (2019) who found that involvement in violence is a “get go” for gang creation and maintaining its identity. Gang violence can have both symbolic and instrumental purposes, that

is, gang helps the gang build a collective identity and makes violence more normative

### **Alcohol, smoking and drug use**

Membership in the gang has provided for different experiences to the youth. However, some are not healthy experiences: One of them was hesitant to share his experience in the use of marijuana.

*Pag apil nako sa gang kay naka tilaw ko gamit marijuana kay halos kasagaran sa amoa nagagamit pud og maka kaya man sila. ang pag inom og pag panigarilyo, natural lang pag naa ka sa gang (FGDP5RQ2).*

(Participation in gang has allowed me to try the use of marijuana since most of us are using and they can afford it. Drinking and smoking are natural when you are in the gang).

Membership in the gang has allowed the youth to experience Alcohol, smoking and drug use. Findings of Hunt, and Laidler, (2020) supported this. They found that alcohol is an integral part of gang life. It serves as a social lubricant to maintain unity and solidarity as well as an outcry of their masculinity. On the other hand, marijuana used is a staple within gang culture (Sanders, 2011).

### **Anxiousness/Fear towards other people**

Given that membership in the gang has afforded the youth “not so good” experiences, it has created in them a feeling of anxiousness/fear towards other people. One of them was candid enough to share his fear:

*Di ko mahimutang kung naay mga tao nga nagtan aw sa akong mga murag gi bantayan akong lihod. Nahadlok ko na naa koy mga classmates na amigo sa miyembro sa laing gang (FGDP4RQ2).*

(I feel uneasy when some people look at me as if watching my moves. I am apprehensive that I have some classmates who are friends of other gang members).

One of the things youth participants experienced with their membership in the gang is anxiousness/fear towards other people. This finding concurs with Public Health England (2015) that gang members are exposed to high risk to mental health strains because of the fear and anxiety they feel towards their peers and their enemy.

### **Prioritizing gang activities and losing interest in studies**

Membership in the gang has diverted the youth attention and interest in their studies. This was attested by one of them during the in-depth interview:

*Kasagaran wala ko naga adto sa school og magpuyo lang sa akong mga amigo. Di mi mag attend klase og mangita mi di samok na lugar para mag plano sa sunod namo na mga lihod (III3RQ2).*

(Often I do not go to school and just stay with my friends. We do not attend our classes and look for a quiet place to plan for our next move).

Youth gang members admitted that with their membership in the gang their studies are compromised and jeopardized because of the diversion of their time and prioritize. This finding is supported by the Egley, and Howell (2013) in the survey conducted the youth gang in the United States. The study proved

that membership in the gang made youth disregard their studies to the extent of stopping it because it cuts their time from their time with the gang as well as it is no longer their priority.

### **Delinquent lifestyle**

Membership in the gang has allowed youth to experience delinquent lifestyle. All of them shared the same experiences during the FGD:

*Ang kinabuhi sa gang nag require na maging ready anytime para sa away sa laing mga gang. Wala na ko naga paminaw sa akong mga ginikanan; himoon nila ang gusto nila himoon; wala na koy labot (FGDP3RQ2).*

(Life in the gang requires you to be ready anytime for the fight with other gang. I do not listen to my parents anymore; they can do whatever they want. I don't care anymore).

Delinquent lifestyle among youth gang members was also one of the findings of the study. Alongside, Gordon, Rowe, Pardini et al. (2014) found that delinquency becomes inherent in the youth gang members. Factors may vary but several covariates were similarly associated with multi-type serious delinquency and gang membership suggesting that these behaviors may share common developmental, familial, and contextual risks

### **Themes and Core Ideas on the effect of the intervention to the youth gang members**

Table 4 are the themes and core ideas on the effect of the intervention to the youth gang members. For this research question, 5 themes emerged: *renewed outlook on life, feeling valued and appreciated, realization of the importance of the advice*

*of the parents, teachers and other people and hope for a better future.*

### **Renewed outlook on life**

Within the period of the intervention, youth participants of the study expressed renewed outlook on life. As stressed by one of them during the in-depth interview:

*Lahi na akong panan-aw, siguro nahitungod sa training og ang pagtagad na gihatag para sa amoa (III5RQ3).*

(I look at things differently now, maybe it's because of the attention that was given to us).

### **Feeling valued and appreciated**

With the different activities facilitated to the youth, teachers and parents, the youth gang member expressed positive response towards the effect of the intervention to them.

One of them attested to it during the FGD:

*Mapasalamaton ko sa mga kadaigay na mga activities. nalipay ko na napilian ko. Naa na karon trabaho (FGDP1RQ3).*

(I am grateful for the different activities. it made me feel important. I am happy to have been chosen. Now I have a part time job).

Table 4  
*Themes and Core Ideas on the Effect of the Intervention to the Youth Gang Members*

Themes	Core Ideas
	I found a different way of looking at life through the intervention.
	There is a chance to be good as shown in the videos of former gang members.

<b>Renewed outlook on life</b>	I do not want to disappoint the people who try their very best to help us. I have to try to be good.
	While we are still in this world, I can improve.
	As the eldest sibling in the family, I have to try to be a good example to my younger siblings.
	I need to value and focus on my studies.
<b>Feeling valued and appreciated</b>	I thought the barangay does not care but I am wrong so I have to try to be good.
	I am grateful for the different activities. it made me feel important.
	I am happy to have been chosen. now I have a part time job
	The sports events are for us and I love it.
<b>Realization of the importance of the advice of the parents, teachers and other people.</b>	Our parents suffered for us so much so I will try to listen to them and do not react immediately.
	These people show interest in us so I think I have to listen to their advice.
	I think there's nothing wrong with listening to their advice because they sound good.
	Maybe listen more and not overreact.
	I will try to be attentive to what others say for I think they are correct too.
<b>Hope for a better future</b>	I am inspired by the story of a former gang member who now has a good job, now I know it's possible.
	I am still young and I have a long life so I can still do good things.
	I also want to be like others who have decent jobs.
	Life may be hard but there is still hope.
	I want a better life too.

### **Realization of the importance of the advice of the parents, teachers and other people.**

Another positive effect of the intervention to the youth was the realization of the importance of the advice of the parents, teachers and other people. This was shared by one of them during the FGD:

*Kaning mga tao nagpakita interest sa amoa, siguro maayo maminaw pud ko sa ila mga advice. Siguro wala pud dautan maminaw sa ilahang advice kay murag maayo man (FGDP1RQ3).*

(These people show interest in us so I think I have to listen to their advice. I think there's nothing wrong with listening to their advice because they sound good).

### **Hope for a better future**

Another positive impact of the intervention to the participants is the hope for a better future. This is expressed by almost all of them during the FGD. One of them expressed:

*Na inspire ko sa istorya sa dating member sa gang na naa na karon maayong trabaho, karon kahibalo ko na pwede diay (FGDP3RQ3).*

(I am inspired by the story of a former gang member who now has a good job, now I know it's possible).

### **Themes and Core Ideas on the Insights Youth Gang Members Can Share with their Colleagues and other Youth in the Community**

Table 5 are the major themes and core ideas on the insights youth gang members can share with their colleagues and other youth in the community. For this research question, 5 themes emerged: *Know priorities, learn when to say no, choose your friends, listen and respect parents and authorities' advice and value life and decision.*

#### **Know priorities**

Youth also have some insights which they want to share to their fellow youth who are members or not in the gang. From their experiences they felt that they have something to share. One of which is to know priorities. One of them expressed clearly during the FGD:



*Di mi nila pamarisan. Dapat kahibalo sila kung unsay gusto ila sa ilahang kinabuhi. siguro mag focus na lang ko sa akong studies(FGDP3RQ4).*

(Do not follow us. They should know what they want in life.

I think I have to focus more on my studies.)

### **Choose your friends**

Another insight which the youth gang member wanted to express to their friends is to choose your friends. One honestly expressed his thoughts about choosing friends.

*Table 5*

*Themes and Core Ideas on the Insights Youth Gang Members Can Share With Their Colleagues and Other Youth in the Community*

<b>Themes</b>	<b>Core Ideas</b>
<b>Know priorities</b>	Do not follow us. They should know what they want in life.
	Life in this place is hard so they have to aspire to have a better life.
	I think I have to focus more on my studies
	I have to focus on how to help my family.
	I still want to be in a group but maybe not the group which can lead me to jail.
	I am tired of street fight now so I have to talk to my friends that I will slowly get out from the gang.
<b>Learn when to say no</b>	If they can avoid to be in a gang, they should not.
	Be in the gang is also good but if they can say no, then don't.
	If they do not like to be recruited, then they should learn when to say no.
	It's your decision. So if you don't like it just tell them or else get out (from the gang).
<b>Choose your friends</b>	I love my friends but I also think that it is better to have other friends
	I realize that I can have other friends; they too.
	Friends are very important but their life is important too.
	Your friends can do you good and harm too.
	They have to choose friends who can influence them for good.
	Value friends but choose whom to follow.

<b>Listen and respect parents and authorities' advice</b>	I know that what my parents are telling me are for my good so I think they have to listen to their parents too.
	It may be difficult to do it, but I think they have to listen to their parents' advice first and not overreact.
	Teachers only think of what's best for their students so they should listen to them
	Kapitan and the barangay kagawads show interest in us so I think they have to show their respect.
<b>Value life and decision</b>	Don't try to escape from life, they have to face it.
	They have to appreciate everything that's happening to them for there is a reason to it.
	Their decision now affect their future so they have to choose what is good for them.
	They have already witnessed what we went through so they have to decide what is best for them.
	While we are still alive, there is hope.

*Imo mga amigo maka himo sa maayo og dautan. Pili sila amigo na maka influence sa ilaha sa maayo (III5RQ4).*

*(Your friends can do you good and harm too. They have to choose friends who can influence them for good).*

### **Listen and respect parents and authorities' advice**

Another insight the youth gang member wants to share their friends and people in the community is listen and respect parents and authorities' advice. Almost all had the same realization during the FGD. One of them was the epitome of their insights:

*Kabalo ko na ang gina sulti sa akong mga ginikanan para sa akoang kaayuhan so maminaw sila sa ila mga ginikanan. Ang mga teachers naghuna huna lang kung unsay pinakamaayo para sa mag estudyante so siguro dapat maminaw sila sa ilaha (FGDP2RQ4).*

*(I know that what my parents are telling me are for my good so I think they have to listen to their parents too. Teachers only think of what's best for their students so they should listen to them).*

## **Value life and decision**

Finally, the last from among the insight the youth gang member wanted to give to their friends and to other people in the community is to value life and decision. From someone who seemed not to care about life, expressed this:

*Nakita naman nila kung unsay among kaagi so mag desisyon sila kung unsay maayo para nila. Kay kung buhi pa ta, naay pagasa (FGDP1RQ4).*

(They have already witnessed what we went through so they have to decide what is best for them. While we are still alive, there is hope).

## **Youth Gang and the Impact of the Intervention Program**

Plethora of research showed that intervention programs have been facilitated to youth gang members in different ways from school, parents and community. Office of Juvenile Justice and Delinquency Prevention (2010) attested that intervention programs worked best for youth in gang. Nonetheless, intervention program should cater to the kind of circumstances and the level of involvement of the youth in gang and in violence. In this study, findings revealed that the intervention program gave the youth gang members renewed outlook on life, feeling valued and appreciated, realization of the importance of the advice of the parents, teachers and other people and hope for a better future. These affirmative connotations of their experiences after the intervention are enough validation to declare that the intervention produced positive results and had an impact on them.

Moreover, youth gang members showed exude positivity in giving their insights to their fellow youth as indicated by the following statements: know priorities, learn when to say no, choose your friends, listen and respect parents and authorities' advice and value life and decision. Howell (2010) attested in his study that when youth gang members find some delight in their activities may result to renewed outlook for life and the possibility for hope to change.

### **On Female Gang Members**

Revealed in the study is the involvement/membership of girls in gang. Though girls make up a substantial portion of gang members in this study, the question of the degree of their participation/involvement in violence and other activities of the gang is enough to attract attention. Kriegler, and Shaw (2016) found in their study that girls and young women enter the milieu of gangs because it provides a place of "belonging" in otherwise fractured and violent communities. The gang in this sense, in the words of several interviewees, "became family", even if internal gang politics and actions were often themselves violent and unpredictable.

## **C. Reflection:**

### **1. Personal Introspection from the Study**

The Department of Education has always adhered to the principle that “No Filipino learner will be left behind” that is, regardless of a learner’s circumstances, he/she has the right to access to education and be afforded the best treatment in his/her journey towards attaining his/her educational aspiration. However, all roads that lead to this journey is not the same and easy. Some may take it in crossroads that will let them pause and contemplate whether they will continue or not. Eventually thwarted by the different forces in his “small sphere”, his/her young heart will give up.

Often it is easy to judge, condemn and even question the parents, the kind of upbringing and the kind of environment these youth are exposed to but I believe that as an educator, my role is not to question but rather to find solution/support that will help these young people realize the importance of schooling and education; and to slowly acknowledge their ability to face the realities of life with positivity and enthusiasm and when scaffolding is needed or when they fall again, they are assured that help is readily available.

There are things not directly learned in the classroom; hence my role extends beyond its four walls. Moreover, this is not my battle alone, the synergistic efforts of the teachers, parents, the community, government agencies and other individuals who

equally value the worth of every person can become instruments in making the youth gang members realize their worth. These “helping hands” had made this study truly memorable and remarkable. Furthermore, no effort is small or big as long its intention is to bring out the best in a human being much more those who think that life in itself just revolves around their own horizon.

Seeing these young people slowly embrace their experiences in this study and gave them a positive outlook, I am confident that these episodes of their life will be cherished and will be looked back when they become adults. The fact that they felt that they are loved, valued and given importance had provided them moments of introspection to either to continue to be in the gang or to pursue a different path. No compelling, but for them to think and decide what’s best for them.

Finally, experiences that were gained from this humble undertaking will be capitalized by the school when confronted with other challenges that will threaten/affect the youth. Moreover, these experiences will serve as lessons to be utilized to students who have the inkling/capacity to become members of a gang or other circumstances that would affect their outlook in life and in education. On the other hand, teachers are second parents and parents remain the most important force and resource for their children to realize their worth and the value of education.

## **2. Implications for Practice**

Joint and synergistic efforts become a necessity, in the light of the findings:

**Parents and Guardians.** Parents and guardians remain the strongest source of strength for the youth to resist peer pressure and bad influence. They have to take part in the different programs and activities that would provide them guidance on good parenting. Moreover, they have to make themselves available in the different school programs so that their children can feel their support. They have to monitor their children often and not just wait to be called up especially when a conflict/problem has already occurred. They have to make their children their priority and spend more time with them.

**PTA Officers, the Barangay and Other Stakeholders.** Consistent and collaborative programs have to be instituted so that youth would invest their time, effort and energy to worthwhile activities away from the temptations of bad peers and influence. They can also provide other activities that would help the youth realize the importance of education and preparing for their future. Sports activities need to be regularly conducted as they are proven to have positive results on their health and in diverting the attention of the youth from negative forces and influences. Moreover, they can utilize professional psychologists for a better assessment and intervention.

**School Heads.** School Heads have to be sensitive to varying needs, circumstances and situations of every student in the school. They have to study each situation and conduct an intervention that would respond to it. They have to create a strong relationship and linkage with the community and the barangay as well as with agencies and individuals which/who can help them in dealing with the different challenges in the school.

**Teachers.** Teachers are the second parents. They are looked up to by their students and their influence extends not only in the classroom but on how they deal with life. They should be people whom students can confide their “woes and sighs”. In the classroom, they can create an atmosphere of mutual respect among students and underscore respect for uniqueness of every individual. They have to conduct individual conferences regularly and maintain an open communication with the parents. School club or organization have be created that would reach out to students to different kinds of students.

#### **Guidance      Counselors/Designates/Child-Protection**

**Coordinators.** Different programs that would reach out to all kinds of students have to be facilitated especially to those who need more attention. Intervention schemes which are related to understanding more of students of themselves have to be introduced. Anecdotal records have to be conscientiously studied in coordination with the adviser and the parents in giving



intervention programs especially those who seem to be a “little different.”

**Students.** Students is the heart/the center of the Department of Education. Everything that the school is doing is for their benefits. They can join in the different fora/symposia/activities that would help them understand themselves and the importance of education. They can create a club in the school under the guidance of the teachers that would develop more of their creativity so that they can utilize their time to worthwhile activities.

**Future Researchers.** Although some interesting patterns emerged from the data, it is important to emphasize that these patterns were only demonstrated in this small sample of youth gang members. Thus, subsequent researches are deemed necessary which could establish the validity of the findings. Other youth gang members in other schools may have different experiences; thus future research can examine other aspects of youth gang membership. Further, findings of the study also proved that the lack of parental supervision was a factor for their involvement in the gang, a research on this aspect can also be considered to ascertain this finding of the study. The finding also revealed that the intervention had an impact on the youth gang members, other strategies/intervention programs may be introduced.

## XI. ACTION PLAN

Area of Focus-	Objectives-	Activities-	Resources-	Time-Frame	Estimated Cost
Dissemination of the findings and the Intervention of the study.	To present the findings and the intervention of the study in the School Learning Action Cell, (SLAC), District Meetings, Division Colloquium and international research conferences.	1. Prepare an activity design for submission to the Division Office on the dissemination of the findings and the intervention of the study to the school, district, division and international fora 2. Once approved, write a letter to the Schools Division Superintendent (SDS) to be allowed to present the findings of the study and intervention of the study in the SLAC, District meetings, and Division Colloquium and International conferences. 3. Present the findings and the intervention of the study.	MOOE	October 2020	P 5,000
	To enhance knowledge of other school heads and stakeholders on the Intervention introduced.	1. Conduct a session to school heads and other stakeholders on the Intervention.			

Crafting of an intervention program on gang problems in the school and the community.	To come up with baseline data for the creation of the plan to create their own intervention.	Gather data on the gang problem/s of the school.  Call up meetings of the persons and stakeholders involved.	MOOE	October 2020	P 5,000
	To make/create a plan on preventive measures on gang based on their setting/needs of the school and the community.	Make an intervention program on gang problems in the school and the community.			
Utilization of their intervention program on gang problems in the school and the community.	Actualization of their intervention program on gang problems in the school and the community.		MOOE	November 2020	P 5,000

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## Appendix A- Interview Guide

### IN-DEPTH INTERVIEW GUIDE AND FOCUS GROUP DISCUSSION QUESTIONS

#### **PWEDE BA, TAGDA, PAMINAWA UG ATIMANA KO?: A TRANSFORMATION AND LIVELIHOOD PROGRAM FOR YOUTH GANG MEMBERS OF LAWIGAN NATIONAL HIGH SCHOOL**

<b>Research Questions</b>	<b>Probe Questions</b>
1. What does it mean to be in a gang?	<ol style="list-style-type: none"><li>1. Why did you decide to join the gang?</li><li>2. Was there someone who influence you to join? How did he/she influence you?</li><li>3. How do you regard your co-gang members?</li><li>4. How are you regarded by your co-gang members?</li></ol>
2. What are their experiences as members of a gang?	<ol style="list-style-type: none"><li>1. What are your experiences in gang?</li><li>2. If there's something you want to change, what is it and why?</li><li>3. Would you like to go through the same experience Why?</li><li>4. Was there a time when you decide to get out from gang? Why and how?</li></ol>
3. What is the effect of "Pwede Ba, Tagda, Paminawa ug Atimana Ko?: A Transformation and Livelihood Program for Youth Gang Members of Lawigan National High School?	<ol style="list-style-type: none"><li>1. How do you find the Intervention Program? Why?</li><li>2. How does the Intervention program affect you?</li><li>3. Is there something that change in you because of the intervention Program? If there is, do you like that change? Why?</li></ol>
4. What insights youth gang members learn from the Intervention Program?	<ol style="list-style-type: none"><li>1. What have you learned from the Intervention Program?</li><li>2. What insights can you share with other youth who are gang members/ planning to join gang?</li><li>3. What insights can you share with other youth as a whole?</li></ol>

## BISAYA TRANSLATION

Research Questions	Probe Questions
1. Unsa man ang buot ipasabot kung ikaw mahisakop sa usa ka gang?	<ul style="list-style-type: none"> <li>• Ngano man nakadesisyon ka na mahisakop sa gang?</li> <li>• Aduna bay tawo na nag-impluwensiya kanimo na muapil niini? Sa unsa ka niya giimpluwensiyahan?</li> <li>• Sa unsa nimo ginatan-aw ang imong mga kauban sa gang?</li> <li>• Sa unsa pud ka ginatan-aw sa imong mga kauban sa gang?</li> </ul>
2. Unsa ang ilang mga kasinatian isip usa ka sa miyembro?	<ul style="list-style-type: none"> <li>• Unsa imong kasinatian sa gang?</li> <li>• Kung aduna kay us aka butang gusto bag-ohon unsa kini ug ngano?</li> <li>• Gusto ba nimo na muagi sa parehong kasinatian?</li> <li>• Aduna bay mga panahon na ikaw gusto na mudesisyon na muhawa na sa ilang gang? Ngano ug Unsa?</li> </ul>
3. Unsa ang epekto sa “Pwede Ba, Tagda, Paminawa ug Atimana Ko?” usa ka Programang Pangkabag-uhan ug Pagpanginabuhi para sa mga miyembro sa gang sa	<ul style="list-style-type: none"> <li>• Unsa’y tan-aw nimo niini nga programa? Ngano?</li> <li>• Sa unsa kini na programa nakaapekto kanimo?</li> <li>• Aduna ba’y mga butang na nabag-o kanimo tungod niini nga programa? Kung</li> <li>• aduna man, nauyunan ba nimo kini? Ngano?</li> </ul>
4. Unsa may mahatag nimo na panan-aw bale kabatan-onang miyembro sa gang sa programa?	<ul style="list-style-type: none"> <li>• Unsa man ang imong nakat-onan sa programa?</li> <li>• Unsang kahibalo ang mahimo nimong ipaambit sa ubang mga kabatan-unan na miyembro sa gang/o adunay tinguha na magpasakup niini?</li> <li>• Sa kinatibuk-an, unsang kahibalo ang imong mapaambit sa uban pang kabatan-unan?</li> </ul>

## Appendix B- Informed Consent

### INFORMED CONSENT

I hereby give my consent for my participation in the current study, which explores the gang membership of youth in school and out of school.

The researcher has explained to me the following:

- 1) My participation in this study will involve answering a Participant's Profile" which will require me to give data regarding my age and gender. However, no name will be required.
- 2) I have had an opportunity to ask questions and be clarified.
- 3) The information obtained in the in-depth interview/focus group discussion (FGD) will be used for the purpose of the study alone and that I will be given a copy to read and verify the authenticity of the information ;
- 4) There are benefits that I will enjoy from this study. One of which is I am able to share my experiences and insights on my membership in gang as a youth.
- 5) There are no expected risks to me as a result of my participation in this study; however, if I find it stressful or troublesome to answer some questions, I am not compelled to answer them;
- 6) My participation in this study is voluntary and that there will be no negative consequences to me if I will not participate;
- 7) Any information that I provide will be kept confidential.
- 8) I may discontinue my personal participation at any time I choose without penalty and if I withdraw, I will be allowed to do it anytime and all the information that I have previously given will no longer be used;
- 9) I understand that answering the in-depth interview/FGD will last from 40 minutes to 1 hour.
- 10) I understand that the moment I affix my signature, I am giving my consent to participate in the study.

Signature of Participant: \_\_\_\_\_ Date: \_\_\_\_\_

Researcher's Name and Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Date and time for the in-depth interview/FGD:

\_\_\_\_\_

