

Exploring The Causes of Violence Among High School Students in The Context of Children-At-Risk (CAR) And Children in Conflict with The Law (CICL)

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ABSTRACT: This phenomenological study explored the lived experiences and perceptions of VAWC counselors and barangay officials in handling cases of violence involving high school students identified as Children-at-Risk (CAR) and Children in Conflict with the Law (CICL). It sought to describe the nature and forms of violence exhibited by these students, identify the factors perceived to contribute to violent behavior, examine the challenges and ethical issues encountered in case management, and understand the responses used within the community and school settings. The study was conducted in Barangay Lumbreras and Barangay Delas Alas and involved eight participants composed of VAWC personnel, barangay counselors, and barangay tanods who had direct experience in handling CAR and CICL cases. Data were gathered through semi-structured interviews and analyzed using open coding, axial coding, and thematic analysis. The findings revealed that violence commonly appeared in the form of bullying, stealing, curfew violations, street fighting, verbal conflict, and peer-related aggression. Participants associated with these behaviors with weak parental guidance, family instability, poverty, peer influence, unsafe community spaces, and limited support systems. They also described case handling as emotionally demanding and ethically sensitive because of confidentiality concerns, legal compliance, safety risks, and coordination difficulties. In response, participants relied on counseling, mediation, monitoring, referral, and collaboration with schools and agencies. The study concluded that violence among CAR and CICL students is shaped by interacting with family, peer, school, and community conditions and therefore requires coordinated, rehabilitative, and preventive interventions. An action plan was proposed to strengthen school-based and community-based mechanisms for student violence prevention and case management.

KEYWORDS: adolescent violence, Children-at-Risk, Children in Conflict with the Law, community intervention, phenomenology

I. INTRODUCTION

Violence involving children and adolescent's remains a serious social and public health concern across many parts of the world. It affects young people in multiple forms, including physical aggression, bullying, neglect, emotional abuse, and exposure to unsafe environments. The World Health Organization (2020) noted that violence against children may occur in homes, schools, communities, and digital spaces, with harmful consequences for physical safety, mental health, social functioning, and educational participation. In the same way, UNICEF (2024) emphasized that children may encounter the justice system as victims, witnesses, children at risk, or children in conflict with the law, demonstrating that violence is closely tied to wider systems of protection, welfare, and justice. These global conditions show that youth violence is not merely a disciplinary concern, but a complex social issue shaped by relationships, institutions, and community environments.

In the Philippine context, violence involving minors must be understood within the legal and developmental frameworks that protect children while also holding them accountable in age-appropriate ways. Republic Act No. 9344, or the Juvenile Justice and Welfare Act of 2006, defines a Child in Conflict with the Law (CICL) as a person below eighteen years of age who is alleged as, accused of, or adjudged as having committed an offense under Philippine laws. The same law also recognizes Children at Risk (CAR), or children who are vulnerable to offending because of personal, family, or social circumstances. These may include curfew violations, truancy, disobedience, anti-smoking and anti-drinking violations, and other acts that place them at risk of deeper involvement in unlawful or harmful behavior. Alongside this, Republic Act No. 9262 affirms the state's commitment to protecting women and children from abuse and violence, thereby reinforcing the role of local protection mechanisms such as VAWC desks and barangay-based interventions. These laws suggest that child-related violence should not be viewed only in terms of punishment, but also in terms of protection, rehabilitation, and social support.

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The study is further anchored in Bronfenbrenner's Ecological Systems Theory and Erikson's socio-emotional theory. Bronfenbrenner's theory explains that child and adolescent behavior develop within interconnected systems such as the family, peer group, school, community, and wider social environment. This makes it highly relevant in examining how violence among students is shaped by multiple layers of influence rather than by individual behavior alone. Erikson's theory, particularly the stage of identity versus role confusion, helps explain how adolescents may struggle with belonging, self-concept, and emotional regulation when exposed to unstable family conditions, peer pressure, conflict, or neglect. Together, these theories support the need to explore violence not only as a legal or behavioral issue but also as a developmental and ecological phenomenon. In this light, the present study seeks to explore the lived experiences and perceptions of VAWC counselors and barangay officials in handling cases of violence involving high school students identified as CAR and CICL. By focusing on their narratives, the study aims to generate a deeper understanding of the forms, causes, challenges, and responses associated with youth violence in the community. It is hoped that the findings will contribute to the development of stronger community-based and school-based interventions that are grounded not only in policy and statistics, but also in the realities of frontline practice.

Research Question

This study aims to explore why some students become involved in acts of violence and offense within the community, which are associated with Children-at-Risk (CAR) and Children-in-Conflict-with-the-Law (CICL) cases.

This study seeks to address the following research questions:

Central Question

What is the essence of the lived experiences and perceptions of VAWC counselors and barangay officials in handling cases of violence involving high school students identified as Children-at-Risk (CAR) and Children in Conflict with the Law (CICL)?

Corollary Questions

1. How do VAWC counselors and barangay officials describe their experiences as to:
 - 1.1. nature and forms of violence exhibited by CAR and CICL students;
 - 1.2 factors perceived as contributing to the occurrence of violence among students;
 - 1.3 challenges and ethical issues do they experience in managing CAR and CICL cases; and
 - 1.4. Response or management of cases within the community and school setting?
2. What meanings may be drawn from the most significant experiences of VAWC counselors and barangay officials?
3. What themes emerged from the testimonies of VAWC counselors and barangay officials?
4. What action plan may be recommended to strengthen community-based and school-based interventions for preventing student violence?

II. SCOPE AND LIMITATION OF THE STUDY

This study focuses on the lived experiences and perceptions of VAWC counselors and barangay officials in handling cases of violence involving high school students identified as Children-at-Risk (CAR) and Children in Conflict with the Law (CICL). Specifically, it examines how these participants describe the nature and forms of violence exhibited by students, the factors they perceive as contributing to the occurrence of violence, the challenges and ethical issues they encounter in managing cases, and the responses or interventions used within the community and school settings. The study is situated in Barangay Lumbreras and Barangay Delas Alas and centers on violence-related cases involving high school students that fall within the scope of barangay-level handling and referral. Through qualitative inquiry, the study seeks to understand the meanings, experiences, and insights of frontline community actors who are directly involved in the management of CAR and CICL cases.

The study is delimited to selected barangay-based participants who are directly involved in handling CAR and CICL cases, namely VAWC desk officers, selected barangay kagawad, and barangay tanod. It does not include the perspectives of students, parents, teachers, police officers, or social workers outside the barangay structure. The inquiry is further delimited to two barangays only, Barangay Lumbreras and Barangay Delas Alas, and therefore does not aim to represent all barangays or communities in other municipalities or provinces. In terms of subject matter, the study focuses on violence-related cases and risk situations involving high school students within the context of CAR and CICL. Cases involving highly sensitive matters, such as sexual harassment, sexual abuse, and certain criminal offenses, were not explored in full detail because access to such information is restricted and subject to strict ethical and legal safeguards. The study also relies on interview data and selected local records made available for research purposes, rather than on full case files or court documents.

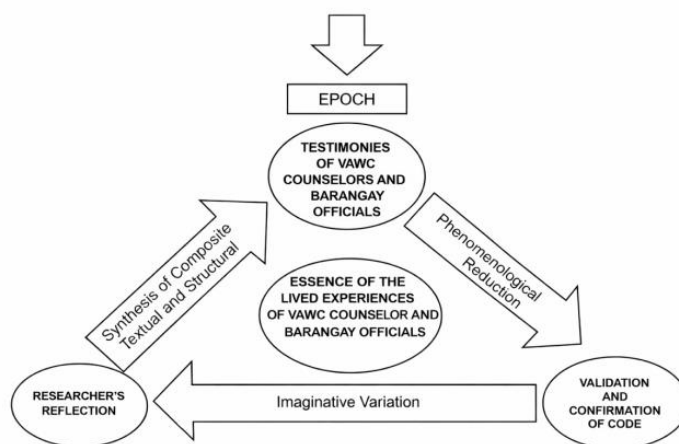
This study is subject to several limitations. First, the findings are based only on the accounts of a limited number of barangay officials and VAWC personnel, which means that the results reflect the specific experiences and perspectives of these participants

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and may not capture the full range of views from all stakeholders involved in CAR and CICL cases. Second, because the study deals with sensitive issues involving minors, access to certain case details was restricted to protect confidentiality, privacy, and the welfare of the children and families involved. As a result, some information on highly sensitive cases, including sexual abuse, sexual harassment, and serious criminal incidents, was not fully disclosed to the researcher. Third, the study is limited to the accuracy, completeness, and openness of the participants' narratives during interviews. Since qualitative research depends heavily on self-reported experiences, some responses may have been influenced by memory limits, caution in disclosing sensitive matters, or the participants' own interpretation of events. Finally, because the study is confined to two barangays, the findings cannot be generalized to all communities, although they may provide meaningful insights into similar local contexts.

Given the sensitive nature of cases involving minors, the study strictly observed confidentiality and non-disclosure of protected case information. Information that could identify victims, offenders, or families was excluded or withheld when necessary. No sensitive case material was used without proper permission from the concerned local authorities, and the handling of data remained subject to ethical safeguards intended to protect the dignity, safety, and privacy of the children involved. These ethical safeguards necessarily shaped the boundaries of the study and limited access to some categories of cases.

FRAMEWORK



The framework further shows that these testimonies undergo phenomenological reduction, a process in which the researcher identifies, extracts, and organizes the essential statements and meanings embedded in the participants' narratives. Through this step, the focus is placed on the most significant descriptions of their lived experiences. At the same time, validation and confirmation of codes are undertaken to ensure that the meanings derived from the responses are accurate, consistent, and grounded in the data. This stage strengthens the trustworthiness of the analysis by verifying whether the codes and categories truly reflect the participants' intended meanings.

After this, the framework highlights imaginative variation, which is the analytic process used to examine the different conditions, contexts, and structures surrounding the participants' experiences. In this stage, the researcher looks beyond the surface descriptions and considers how family, peer influence, school setting, barangay environment, legal processes, and institutional responses shape the meaning of violence and case management. This makes it possible to move from simple description to deeper interpretation. Alongside this process is the researcher's reflection, which represents the continuous interpretive engagement of the researcher in making sense of the data while remaining faithful to the participants' accounts.

Finally, through the synthesis of composite textual and structural descriptions, the study arrives at the essence of the lived experiences of VAWC counselors and barangay officials. This essence represents the central meaning that cuts across all participant accounts regarding how violence among CAR and CICL students is experienced, understood, and managed. In this study, the conceptual framework shows that the phenomenon is understood through a systematic phenomenological process that moves from testimonies, coding, validation, and reflective interpretation toward a unified description of the participants shared experiences. Thus, the framework illustrates how the study transforms individual narratives into a deeper understanding of the realities surrounding violence, risk, and intervention in the community and school settings.

Research Design

This study employed a qualitative phenomenological research design. Phenomenology is appropriate when the purpose of inquiry is to describe and interpret the meaning of lived experiences as narrated by participants who have direct and sustained

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involvement in a particular phenomenon. In this study, the phenomenon pertains to the handling of violence-related cases involving high school students within the context of CAR and CICL at the barangay level.

The phenomenological design was selected because the study did not seek to measure the frequency of incidents or to test predetermined relationships among variables. Instead, it sought to understand how VAWC counselors and barangay officials experienced student violence, how they interpreted its causes, what challenges and ethical issues they encountered in case handling, and how they responded within the community and school setting. Through this design, the study was able to capture the meanings that participants attached to their work, their responsibilities, and their encounters with children, families, schools, and referral agencies.

The design also aligned with the study's theoretical orientation. Bronfenbrenner's Ecological Systems Theory served as a sensitizing lens for examining how violence is shaped by family, peer, school, and community systems, while Erikson's psychosocial perspective helped frame the developmental and socio-emotional vulnerabilities of adolescents involved in violence. These theories did not function as rigid coding templates; rather, they provided interpretive support in understanding the themes that emerged inductively from the participants' narratives.

Research Instrument

The primary research instrument used in the study was a researcher-made semi-structured interview guide. The interview guide was developed in line with the central question and corollary questions of the study and was organized around the major areas of inquiry: the nature and forms of violence exhibited by students, the factors contributing to the occurrence of violence, the challenges and ethical issues in case management, and the responses or interventions used in the community and school setting.

The semi-structured format allowed the researcher to maintain consistency across interviews while still giving participants sufficient freedom to narrate experiences in their own words. It also made it possible to ask probing and follow-up questions whenever clarification, elaboration, or examples were needed. This flexibility was important in phenomenological inquiry because it enabled the researcher to gather rich, detailed accounts rather than brief categorical answers.

Before the actual data gathering, the interview guide was reviewed for clarity, relevance, and alignment with the study objectives. Minor revisions in wording and sequence were made to ensure that the questions were understandable, respectful, and suitable for discussing sensitive issues involving minors and violence-related cases.

Data Gathering

Prior to data collection, the researcher secured permission from the appropriate local authorities and coordinated with barangay officials regarding the conduct of the study. The purpose of the research, the participant qualifications, the voluntary nature of participation, and the confidentiality measures were explained before the interviews were scheduled.

After obtaining permission and informed consent, the researcher conducted individual interviews with the selected participants. The interviews were arranged at a time and place convenient and safe for the participants, usually within the barangay setting. At the start of each interview, the researcher again explained the objectives of the study, the expected duration of the session, the participants' right to decline any question, and their right to withdraw from the study at any point without penalty.

During the interview proper, the researcher used the semi-structured interview guide to facilitate the discussion. Probing questions were asked when necessary to clarify meanings, obtain examples, and deepen descriptions of lived experiences. With participant permission, responses were documented through notes and, when appropriate, audio recordings for accuracy of transcription. After each interview, the researcher reviewed the notes and recordings, transcribed the responses, and organized them according to the interview questions for initial processing.

Because the inquiry dealt with sensitive cases involving minors, only information necessary for the objectives of the study was gathered. Highly sensitive details, identifying information, and protected case records were excluded or withheld whenever disclosure could compromise privacy, safety, or legal and ethical standards.

Statistical Treatment

The qualitative data were treated through coding and thematic analysis. After transcription, the researcher reads the interview texts repeatedly to become familiar with the participants' language, sequence of experiences, and recurring meanings. Significant statements related to the research questions were then identified and extracted from each participant's account.

Open coding was first employed to break down the interview transcripts into meaningful units. In this stage, the researcher examined words, phrases, and statements line by line and assigned initial labels to segments of data that reflected actions,

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experiences, conditions, or perceptions. These initial codes remained close to the participants' own language whenever possible to preserve the meaning of their testimonies.

After open coding, axial coding was used to connect related initial codes and organize them into broader conceptual categories. Codes that referred to similar conditions, interactions, or consequences were clustered together. Through this process, relationships among codes were identified, such as links between family instability and violent behavior, between case confidentiality and ethical strain, or between school coordination and effective intervention.

The clustered codes were then subjected to thematic analysis to generate sub-themes and major themes. The researcher examined patterns across participants, looking for points of convergence and divergence in their narratives. Themes were developed only after repeated comparison of codes, categories, and significant statements. These themes were then interpreted in relation to the research questions and the study's theoretical lenses. To enhance analytic rigor, the researcher revisited transcripts and coding decisions multiple times and checked whether the themes remained faithful to the totality of the data.

The presentation of qualitative findings followed the phenomenological logic of moving from significant statements to formulated meanings, to thematic structures, and finally to the essence of the participants lived experiences. In this way, the analysis remained grounded in participants' accounts while allowing for deeper interpretation of the social and developmental dimensions of violence, risk, and case management.

III. RESULTS

In this chapter, the data presents a comprehensive analysis and interpretation of the collected data, which involves a variety of methodologies such as data processing and meaningful dialogues with a diverse array of respondents. Each of these methods contributed to a richer understanding of the subject matter. The observations and findings derived from this multifaceted approach were meticulously analyzed, ensuring that the insights gained were exclusively guided by the expertise of VAWC officers, who played a crucial role in shaping our understanding of the data.

Demographic Profile of Students Involved in CICL and CAR in two Barangays

Table 1 presents the 2024 frequency of students involved in Children in Conflict with the Law (CICL) and Children-at-Risk (CAR) cases in two Barangays. The matrix summarizes the reported incidents by category, form of incident, age, gender, place of event, case status, and total cases.

Table 1. Frequency of Students Involved in CICL and CAR in two Barangays

Category	Form of Incident	Frequency	%
CICL	Stealing/Shoplifting	4	80.0%
	Illegal Drugs and Prohibited Substances	1	20.0%
	Subtotal, CICL	5	100%
CAR	Being Out of School	1	12.5%
	Bullying	2	25.0%
	Street Fighting	3	37.5%
	Curfew	2	25.0%
	Subtotal, CAR	8	100%
Grand Total		13	

The consolidated matrix shows 13 reported incidents across the two barangays in 2024. Of these, 8 cases fell under CAR, and 5 cases fell under CICL, which indicates that children were more often documented in high-risk situations than in acts already classified as direct law violation. The pattern points to a local situation in which behavioral risk, peer conflict, and social vulnerability are more visible than high-frequency serious offending.

The demographic profile in the matrix further shows that the recorded incidents were concentrated among adolescents, especially those aged 14 to 17, and that the specified cases were predominantly male. This suggests that documented incidents are closely tied to adolescent social environments in which peer influence, risk-taking, and status-related conflicts are more pronounced. The locations reported in the table, such as school grounds and barangay spaces, also suggest that youth behavior is being shaped by interactions across school and community settings.

The figure illustrates the process flow for handling cases involving Children at Risk (CAR) and Children in Conflict with the Law (CICL) within the community. The figure provides a simplified step-by-step overview of the procedures, from the initial reporting of cases to interventions, monitoring, and reintegration. It also distinguishes between child protection and juvenile justice approaches. Other parametric details have been omitted to offer a clear and general depiction of how CAR and CICL cases are

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managed. This diagram enables the researcher to gain a comprehensive understanding of the case-handling process and to identify potential areas for improvement in the existing procedures.

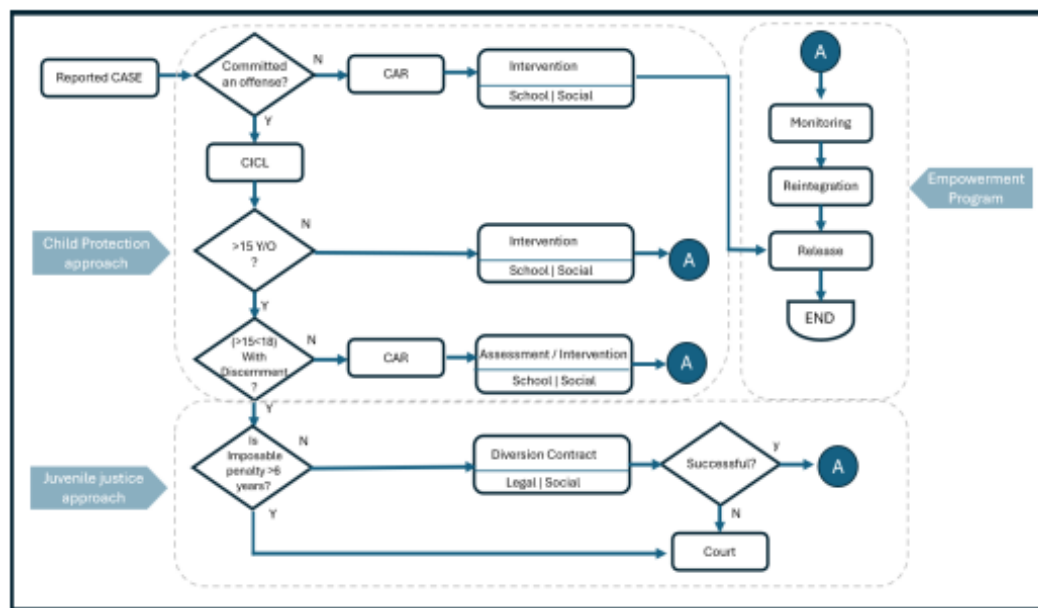


Figure 1. Simplified Process flow for handling CAR and CICL cases in the community.

The table presents the background profile of the participants based on their interview responses regarding their roles and length of involvement in handling cases related to Children-at-Risk (CAR) and Children in Conflict with the Law (CICL). The participants were composed of eight barangay level actors, specifically two Violence Against Women and Children (VAWC) personnel, two barangay counselors, and four barangay tanod. Their responses indicate that they occupy distinct but related roles in community case handling, ranging from case intake and coordination to barangay governance and peacekeeping. The variation in their years of service also suggests differences in practical exposure, familiarity with procedures, and depth of engagement in youth-related violence cases.

case-handling role within the community. Her seven years of involvement suggest a sustained engagement in protective and responsive services for minors and families, indicating that her insights are informed by practical experience in addressing cases at the barangay level.

Gabriel serves as a barangay counselor and reports less than two years of involvement in managing CAR and CICL cases. He described his role as one that includes knowing about and helping with cases brought before the barangay. This suggests that his participation is linked to governance and support functions within the local structure. Although his experience in youth-related case handling is still relatively limited compared with the VAWC personnel, his position allows him to participate in decision-making and case assistance. His profile reflects the perspective of a local official who is still in the early stage of developing direct experience in this area.

Miguel is a barangay tanod with eight years of experience, making him one of the longest-serving participants in the study. He described his role as conducting patrols and, at times, working alongside VAWC personnel and barangay counselors in reporting minors who are apprehended. His profile suggests a more collaborative and experienced form of involvement compared with the other tanods. His long service and coordination with other barangay actors indicate that he may possess substantial practical knowledge regarding the identification, reporting, and initial handling of cases involving youth violence, risk, and community conflict.

The profiles of the participants show that the study drew from respondents with varying roles, responsibilities, and levels of experience in dealing with CAR and CICL cases. The VAWC personnel appear to be directly involved in protective and case-oriented functions, the barangay counselors in governance and support roles, and the tanods in patrol, monitoring, and first-response functions. This range of positions and years of involvement strengthens the study by providing perspectives from multiple points within the barangay response system.

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SOP 1. Significant Experiences of VAWC counselors and barangay officials in handling cases of violence involving high school students identified as Children-at-Risk (CAR) and Children in Conflict with the Law (CICL)

Table 3a. Significant Experiences of Amihan

Nature and Forms of Violence Exhibited by CAR and CICL Students
<i>"Away kalye, surtukon at pagnanakaw"</i>
<i>"Nangungursunada, napapaaway"</i>
<i>"Sa CAR kadalasan yung bata ay napapahamak, napapabayaang lang kaya nakakagawa ng violation tulad ng Curfew, Yung CICL may paglabag na sa batas, tulad ng pagnanakaw, pagpatay, o rape. Pero may proseso parin kung paano sila ihahandle ng tama."</i>
Perceived Contributing Factors to Violence Among CAR and CICL Students
<i>"Kulang sa program para sa barangay, pag aayos sana ng mga lugar tulad ng dagdag pailaw, dagdag tanod sa gabi kasama rin jan yung hirap sa buhay ang pamilya, hindi maasikaso ng maayos ang mga anak, yung iba nagtitinda sa gabi"</i>
<i>"Mas matigas ang ulo ng mga batang walang gabay ng magulang kahit sa pag sagot sa amin, hindi magalang"</i>
<i>"Dito sa aming lugar maramig mahirap na pamilya, at kasama na rin ang lumalaki ang pamilya kaya sikisan na sa loob ng bahay, Yung mga anak kung saan-saan nalang nagala."</i>
Challenges and Ethical Issues in Managing CAR and CICL Cases
<i>"Kapag ang seryoso ang kaso tulad ng rape, physical injury or harrasment, namamagitan kami na hindi maharap ang mga barangay officials"</i>
<i>"Kapag hindi magkasundo yung dalawang partido, napunta kami doon bilang witness at para malwasan ang kaguluhan."</i>
<i>"Kung ano yung sinasabi sa RA9344 yun lang yung ginagawa namin para alam namin kung ano yung tamang proseso at ano yung kailangan namin isaalang alang."</i>
Responses and Management of CAR and CICL Cases in the Community and School Setting
<i>"Sa mga kaso ng CAR at CICL, nakamonitor kami para sa support at witness at kung kailangan ng sasakyan para sa referral o transportation tumutulong din ako, Kung may gulo namamagitan at nagsisilbing witness."</i>
<i>"Meron kami tinatawag na counseling, rehabilitation at reintegrasyon, minsan malit na financial support."</i>
<i>"Kinoccontact namin yung DSWD or pulis kung seirous yung violence. Sa school naman nagpapadala kami ng tao para ipaalam sa school officers kung sino man yung OIC doon."</i>
<i>"Barangay program tulad ng sports at livelihood program."</i>
<i>"Dagdagang ang pondo para sa barangay at mga repources, skills training at livelihood programs"</i>
<i>"Magdagdagang ang guidance counselor sa school at magkaroon ng additional programs about bullying"</i>
<i>"24/7 monitoring tulad ng GC sa isang barangay upang doon magbilis malaman ang mga nangyayari at service vehicle"</i>

This section presents the significant experiences of the participants regarding violence among high school students in the context of Children-at-Risk (CAR) and Children in Conflict with the Law (CICL). Each participant is presented in one table, and the significant responses are organized according to the four areas of inquiry: the nature and forms of violence, perceived contributing factors, challenges and ethical issues in case management, and response and management practices in the community and school setting. The interpretation of the findings continues to be anchored on Bronfenbrenner's ecological theory and Erikson's socio-emotional theory.

Significant Experiences of Amihan

Amihan described student violence in concrete and community-based terms, emphasizing acts such as *"Away kalye, surtukon at pagnanakaw"* and the way these behaviors surface in everyday settings, including *"Nangungursunada, napapaaway."* The account also distinguishes CAR from CICL through the gravity of the offense and the student's legal status, as shown in the statement *"Sa CAR kadalasan yung bata ay napapahamak, napapabayaang lang kaya nakakagawa ng violation tulad ng Curfew, Yung CICL may paglabag na sa batas, tulad ng pagnanakaw, pagpatay, o rape. Pero may proseso parin kung paano sila ihahandle ng tama."* Viewed through Bronfenbrenner's ecological theory, this narrative places violent behavior within the adolescents' immediate microsystems, particularly peer groups, streets, and school spaces where conflict, provocation, and public confrontation occur. The participant's observations also suggest mesosystem links, because violence travels across barangay, home, and school contexts rather than remaining in only one setting. From Erikson's socio-emotional perspective, these forms of aggression may reflect adolescents' struggle with identity versus role confusion, especially when belonging, recognition, and status are sought through barkada, defiance, or retaliation rather than prosocial roles. This interpretation is consistent with recent evidence showing that violence exposure and approval of school violence are associated with adolescents own violent behavior, and that violence during early adolescence disrupts socio-emotional development and behavioral regulation (Bui & Nguyen, 2024; Jagasia et al., 2024).

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Significant Experiences of Ligaya

Nature and Forms of Violence Exhibited by CAR and CICL Students
"Away at pagnanakaw"
"Nagnanakaw para may makain"
"Kapag CAR wala pang kaso, dahil minor pa sila regardless yung ano yung violations kapag CICL at 18 y/o na pataas may kaso na yun."
Perceived Contributing Factors to Violence Among CAR and CICL Students
"Barangay program at magulong pamilya, kadalasan yung mga involve magulo ang pamilya , hindi magabayan ang kanilang mga anak"
"Umuulit sa school nagda dropout yung iba dahil sa bullying , yung iba sa lola nakatira dahil hirap ang magulang sa halp na nagulang magalaga , kaya may mga studentang rebeld."
"Maraming mga bata at kabataan dito sa amin , yung iba lagi tumatambay sa gabi, nirereport pa namin sa mga magulang kasi nasasangkot na sa gulo"
Challenges and Ethical Issues in Managing CAR and CICL Cases
"Privacy ng bata na hindi ito ipagsabi sa iba lalo na kung kapit bahay mo lang yung involved."
"Nakikipag usap kami sa parents o guardian ng bata na magkaayos o magkaroon ng agreement upang hindi na umabot sa kasuhan pero kapag ayaw , tutuloy na yun sa legal action."
"Nakakatulong ang legal requirements and child protection law dahil kailangan ayon sa batas at ano yung tamang paraan ng paghandle at pagbibigay protection sa kaso ng bata."
Responses and Management of CAR and CICL Cases in the Community and School Setting
"Nakikipag coordinate sa VAWC kung ano na yung status at kung kailangan dalin sa DSWD o pulis ang kaso ig ever na hindi maayos sa barangay level. Sinisiguro ko rin na maging maayos yung proseso ng paghandle ng kaso kahit nasa labas na ng barangay. May monitoring din kami."
"Counseling at rehabilitation tulad sa anak ko. Naglulunsad din ang barangay ng ilang programa tulad ng palaro o contest."
"Kapag yung bata ay nahuli pinapatwag namin yung magulang ng bata, may mga barangay official na nag assist para maging safe. Ganun din kung kailangan I endorse sa pulis o DSWD."
"Barangay sports at additional man power as reinforcement."
"Msgkaroon ng additional shelter para ma assess at ma monitor sila ng maayos."
"Additional budget para sa school program tulad ng anti bullying , seminar etc."
"Working CCTV sa bawat iskinita , yung malinaw para madali ma identify ang tao"

Significant Experiences of Ligaya

Ligaya described student violence in concrete and community-based terms, emphasizing acts such as "Away at pagnanakaw" and the way these behaviors surface in everyday settings, including "Nagnanakaw para may makain." The account also distinguishes CAR from CICL through the gravity of the offense and the student's legal status, as shown in the statement "Kapag CAR wala pang kaso, dahil minor pa sila regardless yung ano yung violations kapag CICL at 18 y/o na pataas may kaso na yun." Viewed through Bronfenbrenner's ecological theory, this narrative places violent behavior within the adolescents'

The responses imply that interventions work best when support is coordinated across these settings rather than delivered in isolation. From Erikson's socio-emotional perspective, counseling, structured monitoring, sports, and school support provide alternative sources of belonging and competence that may redirect adolescents away from violent identities. This interpretation is consistent with evidence that school connectedness can buffer adversity-related externalizing problems and that trauma-informed youth justice responses are more effective when they combine safety, relational support, and coordinated intervention.

Table 3c. Significant Experiences of Gabriel

Nature and Forms of Violence Exhibited by CAR and CICL Students
"Base sa aming record dito sa aming barangay anf common ay Stealing /Shoplift sa CICL at street fighting sa CAR"
"Cyberbullying sa social media o chat, nagrerebelde, naglalayas , barkada"
"Kapag sinabing CAR ang wala pang violations under the law nakabase ito sa edad kun below 18 na o hindi at kung may discernment naba yung bata o wala pa. Samantalang yung CICL may violation na under the law pero depende parin ang treatment base sa edad at kung may discernment na. Hindi pa pweding kasuhan kung below 18 y/o palang ayobn yan sa RA9344."
Perceived Contributing Factors to Violence Among CAR and CICL Students
"Kadalasan ang sanhi nyan ay family issues, ayon record at interview namin , magulong pamilya , hindi naasikaso, walang pera , ang dami nila sa isang bahay. Yung iba napapabarkada, meron naman napapa away sa parteng madilim na lugar"
"Kapag magulo ang pamilya at lugar napapayaan ang mag studyante nawawalan sila ng ganang mag araw at sa barkada nalang sumasama . Yung iba napipilitang magtinda sa gabi kaya nahuhuli sa curfew ng mga barangya tanod."
"Sa karanasan ko , kapag ang magulang pabaya sa kanilang mga anak, hindi naasikaso kung ano naba ang ginagawa ng kanilang mga anak, nasasangkot talaga talaga sa mga violence yung iba nakakasuhan pa ng rape. Yung kahirapan malaking factor din yan kaya marami ang nagkakanaw o nagtitinda at nahuhuli sa gabi pero hindi lahat kahirapan ang dahilan."
Challenges and Ethical Issues in Managing CAR and CICL Cases
"Ako yung maparatangan kang bias habang tumutulong ako sa kaso na maayos pero salaamat sa Diyos at lumabas din ang totoo na hindi ytun totoo pero sobra akong na stress doon to the point na nagkasakit ako at hindi nakalakad. At ang isa pang mahirap ay dahil on-call kami , anytime dapat rumesponde kami."
"Sa akin po bilang isang VAWC , ang ethical dilemas na naranasan ko ay yung privacy at confidentiality ng recotrd ng bata na hindi mag leak , lalo na kapag may ibang party na gusto itong makita o malaman , bawal kasi yun."
"Napakahalaga nito dahil ito yung basehan namin kung paano matutukoy kung ang kasio ay pang CAR o CICL at kung ano yung mga dapat namin gawin sa paghawak ng mga kaso para siguraduring tama at ligtas yung ginagawa naming oag handle dahil kung hindi maaari pa kaming ireklamo."

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Responses and Management of CAR and CICL Cases in the Community and School Setting

"Kapag may nireport sa aming barangay, nirecord namin iyon at ini enterivew yung bata bakit siya nasa barangay at pinapaliwanag sa bata ang naging violation then ipapatawag yung magulang after ng assessment, kung CAR after makausap yung bata at magulang o guardian nagbibigay kami ng counseling sa bata at community service if kailangan. Sa CICL kinakausapa yung dalawang panig pinaghaharap at kung magkakasundo sa pag aayos with agreement bibigyan sila ng counseling then monitoring, If above 18 na yung bata o studyante papasok na sa next step. kung may discernment o wala bago pa dalin sa DSWD if needed. Siniisigurado namin na hindi ito pweding pag usapan o ikwento sa iba lalo na kung serious offense."

"sa Barangay meron counseling , rehabilitation , restoration, integration at bahay pag asa para magsilbing shelter nila pero limited lang ito. Tumulong din ang barangay sa magulang kung may budget naman. Meron din mga palaro pang barangay para maiba naman yung mundo nila"

"Kapag ang dinala sa amin na case ay hindi namin pang VAWC , dinadala na namin yung case sa piulis lalo na kung nagkakagulo nakikipag coordinate kami sa munisipyo o kaya naman sa DSWD para i refer sa kanila yung kaso ng bata. Kasama na yung parent ng magulang na inform narin sila at pinaliwanag.Kung during school hours nangyari nakikipag coordinate kami sa OIC ng school , ganun din naman kung galing sa school , nirerefer sa amin at humihingi kami ng report at kinakausap yung adviser na huwga itong ipaalam para sa confidentiality."

"Bilang VAWC officer nagkakaroon kami ng agreement at may witness yun para mag comply sila. Meron din kaming counseling para sa bata at magulang para tulungan sila."

"Sana magkaroon ng local shelter dito sa lumbreras level para mas assess at matulungan sila ang bata o madagdagan ng shelter para sa mga CAR and CICL."

"Kung mayroon mang insidente ng karahasan, lagi i report ito sa barangay o pulis, magkaroon ng programa para sa awareness ng violence o Anti-Bullying and Violence Prevention Programs."

"Magkaroon ng mas madaling access para sa mental health services at seminar sa barangay"

Significant Experiences of Gabriel

Gabriel described student violence in concrete and community-based terms, emphasizing acts such as *"Base sa aming record dito sa aming barangay anf common ay Stealing /Shoplift sa CICL at street fighting sa CAR"* and the way these behaviors surface in everyday settings, including *"Cyberbullying sa social media o chat, nagrerebelde, naglalayas, barkada."* The account also distinguishes CAR from CICL through the gravity of the offense and the student's legal status, as shown in the statement *"Kapag sinabing CAR ang wala pang violations under the law nakabase ito sa edad kun below 18 na o hindi at kung may discernment naba yung bata o wala pa. Samantalang yung CICL may violation na under the law pero depende parin ang treatment base sa edad at kung may discernment na. Hindi pa pweding kasuhan kung below 18 y/o palang Ayon yan sa RA9344."* Viewed through Bronfenbrenner's ecological theory, this narrative places violent behavior within the adolescents' immediate microsystems, particularly peer groups, streets, and school spaces where conflict, provocation, and public confrontation occur. The participant's observations also suggest mesosystem links, because violence travels across barangay, home, and school contexts rather than remaining in only one setting.

Table 3d. Significant Experiences of Mateo

Nature and Forms of Violence Exhibited by CAR and CICL Students

"Sa aming record ay Stealing /Shoplift sa CICL at Curfew sa CAR"

"Naglalayas, nakikipag inuman sa barkada o classmate tapos gulo minsan seual harrasment"

"Ang CAR wala pang violations sa batas considerd minor sila, pero kapag 18y/o na sila pataas doon na papasok ang CICL pero may screening parin yun kung may discernment naba yung offender. Halimbawa violation sa curfew, kahit parehas ang ginawang paglabag ng dalawang bata pero yung isa ay 14 y/o at ang isa at 18 na. yung isa CAR yung 18 CICL na yun. Sa CAR madalas away kalye o rambulan dahil sa barkada."

Perceived Contributing Factors to Violence Among CAR and CICL Students

"Ang nakita ko dyan ay pamilya, hindi natututukan, tapos inpluwensya ng barkada tatambay sa madilim na lugar , hirap ng buhay din, at kulang sa suporta ng gobyerno"

"Kapag sa loob palang ng bahay ,kung madalas wala ang magulang nasa trabaho lagi at mga anak lang naiwan, hindi sila nagagabayan ng maayos , yung iba nagbibisyo , yung iba napapaaway pa nga kaya nagigigng marahas ang ugali kasi sa kalsada na minsan tumatambay."

"sa hirpa ng buhay yung mga magulang laging wala sa bahay yung mga naak ang naiwan hindi natuturuan o nabibigay ng panahon sa tamang gabay , ang nangyayari naghahanap ng suporta sa iba at mauwi sa barkada at kaguluhan"

Challenges and Ethical Issues in Managing CAR and CICL Cases

"kapag yung parents ng bata ay ayaw makipag coordnate sa amin kapag pinatawag namin pero kailangan at sinisigurado namin na hindi mag lileak yung record o kaso ng bata.May iba kasi na nakikiusisa na kamag anak kaya sinasabihan namin sila."

"Bilang VAWC, sinisigurado namin na ma assit ng tama yung case ng bata at maging ligtas ito dahil minsan sobrang taas ng tension sa barangay at baka mapahamak naman yung batang inirereklamo kaya dito tumatawag na kami ng backup support."

"Tumutulong ito sa amin para maging aware kami kung nasa batas ba yung mga

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desisyon namin at pag assess sa kaso ng bata. Dito kami lagi tumitingin para siguraduhing nasa legal at compliance kami sa dahil kung sino pweid kaming balikan."

Responses and Management of CAR and CICL Cases in the Community and School Setting

"Dinadala sa VAWC office doon kinakausap bakit sila nasa barangay at ano ba yung naging violation. Under RA9344, Kapag CAR ang case, kinakausap bata at parent ng bata para malaman nila yung nangyari sa bata. Sa agreement kasama ang magulang o kung sino mang guardian, nagkakaroon ng agreement upang hindi na maulit tapos saka papauwiin after ng assessment at counseling."

"Madalas ay family counseling kasama ri nyung bata. Rehabilitation , restoration at monitoring para makita kung ano na yung response ng magulang at bata."

"Kapag yung studyante nag cutting klase at nasangkut sa gulo kinakausap namin yung bata at kinokontakt yung school officer doon or adviser at kung kailangan dalin sa pulis nakikipag coordnate kami sa munisipyo, minsan sa DSWD."

"Kapag na settle na yung kaso may agreement yan, at dapat sundin yun ng parent dahil kapag hindi sila tumupad ipapatawag sila ng barangay at pweding madala sa mag mataas na pag uusap. Pero madalas namin gawin ay counseling at sinasabihan sila sumali sa ilang barangay spors competition para makatulong sa kanila."

"Additional Shelter dahil kulang na kulang , naka asa lahat a limitadong bahay pag asa o Boys' Town"

"Dagdagan ang security sa school para kung mayroon mang harrasment ma monitor agad. Palakas in ang counseling program sa school"

"Counseling session o seminar sa isang barangay kabilang ang mga magulang at bata."

Significant Experiences of Mateo

Mateo described student violence in concrete and community-based terms, emphasizing acts such as *"Sa aming record ay Stealing /Shoplift sa CICL at Curfew sa CAR"* and the way these behaviors surface in everyday settings, including *"Naglalayas, nakikipag inuman sa barkada o classmate tapos gulo minsan sexual harrasment."* The account also distinguishes CAR from CICL through the gravity of the offense and the student's legal status, as shown in the statement *"Ang CAR wala pang violations sa batas considerd minor sila, pero kapag 18y/o na sila pataas doon na papasok ang CICL pero may screening parin yun kung may discernment naba yung offender. Halimbawa violation sa curfew, kahit parehas ang ginawang paglabag ng dalawang bata pero yung isa ay 14 y/o at ang isa at 18 na. yung isa CAR yung 18 CICL na yun. Sa CAR madalas away kalye o rambulan dahil sa barkada."* Viewed through Bronfenbrenner's ecological theory, this narrative places violent behavior within the adolescents' immediate microsystems, particularly peer groups, streets, and school spaces where conflict, provocation, and public confrontation occur.

In discussing causation, Mateo linked student violence to family strain, peer influence, and neighborhood conditions, particularly in statements such as *"Ang nakita ko dyan ay pamilya, hindi natututukan, tapos inpluwensya ng barkada tatambay sa madilim na lugar , hirap ng buhay din, at kulang sa suporta ng gobyerno," "Kapag sa loob palang ng bahay ,kung madalas wala ang magulang nasa trabaho lagi at mga anak lang naiiwan, hindi sila nagagabayan ng maayos , yung iba nagbibisyo , yung iba napapaaway pa nga kaya nagigigng marahas ang ugali kasi sa kalsada na minsan tumatambay,," and "sa hirpa ng buhay yung mga magulang laging wala sa bahay yung mga naak ang naiiwan hindi natuturuan o nabibigay ng panahon sa tamang gabay , ang nangyayari naghahanap ng suporta sa iba at mauwi sa barkada at kaguluhan."* The participant's account portrays violence not as an isolated act but as an outcome of layered disadvantage, weak supervision, and exposure to risky peer environments. Bronfenbrenner's ecological theory helps explain this pattern because the microsystem of family and peers appears to interact with exosystem conditions such as poverty, unsafe spaces, and limited community resources. When these systems fail to provide structure, adolescents may seek acceptance in deviant peer groups or normalize aggressive conduct. Using Erikson's framework, the responses suggest that some students are negotiating identity under conditions of instability, where role confusion is intensified by neglect, economic hardship, and limited adult guidance. Current literature similarly shows that identity development in adolescence is shaped by family and friendship contexts, that deviant peer affiliation and weak parental monitoring are linked with problem behavior, and that adverse childhood experiences are highly prevalent among justice-involved youth (Branje, 2022; Wang et al., 2025; Astridge et al., 2023).

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Table 3e. Significant Experiences of Andres

Nature and Forms of Violence Exhibited by CAR and CICL Students
"madalas kami sa curfew"
"nagnakawa sa ilang tindahan or groceries stores"
"Yung CAR kadalasan yan yung mga nahuhuli namin sa curfew yung CICL yan na yung may mga kasuhan na."
Perceived Contributing Factors to Violence Among CAR and CICL Students
"Madalim na lugar at barkada."
"Kadalasan ang nakikita ko magulang ng bata magulo rin tapos yung bata panay lakwatsa sa klase"
"Yung kahirpaan no.1 tlaa yan at pamhirap na pamilya kapag itong dalawa nagsama , yung bata hindi nagagabayan na."
Challenges and Ethical Issues in Managing CAR and CICL Cases
"harrasment sa aming mga tanod at pagod sa gabi lalo na kung malyo yung lugar from cavite to manila ang byahe."
"Kapag tinatanong kami ano daw yung kaso sino yung criminal , hindi kami sumagaot kahit pinipilit kami pero sa amin magagalit."
"Kung ano yung sinabi ni VAWC o Cons yun yung susundin namin dahil sila yung nakakaalam ng tamang proseso dahil doon nabibigyan kami ng tamang pangunawa at protection sa sarili"
Responses and Management of CAR and CICL Cases in the Community and School Setting
"kami ang naghahatid sa bata, minsan tagaawat. Nagbabantay din kami sa loob ng barangay kung wala pang guardian"
"Ang nakikita ko ay nagkakaroon sila ng counseling at kung kailangan rehabilitation."
"kami yung pumunta sa bahay ng bata kasama ang ilang banragya official minsan si Cons."
"Magdagdag ng tanod lalo na sa gabi"
"Dagdag tao at pondo para sa security."
"maglagay ng additional security guard sa loob at labas ng school"
"Magkaroon ang bawat isa sa amin ng radio para madali kami makatawag o responde"

Significant Experiences of Andres

Andres described student violence in concrete and community-based terms, emphasizing acts such as *"madalas kami sa curfew"* and the way these behaviors surface in everyday settings, including *"nagnakawa sa ilang tindahan or groceries stores."* The account also distinguishes CAR from CICL through the gravity of the offense and the student's legal status, as shown in the statement *"Yung CAR kadalasan yan yung mga nahuhuli namin sa curfew yung CICL yan na yung may mga kasuhan na.."* Viewed through Bronfenbrenner's ecological theory, this narrative places violent behavior within the adolescents' immediate microsystems, particularly peer groups, streets, and school spaces where conflict, provocation, and public confrontation occur. The participant's observations also suggest mesosystem links, because violence travels across barangay, home, and school contexts rather than remaining in only one setting. From Erikson's socio-emotional perspective, these forms of aggression may reflect adolescents' struggle with identity versus role confusion, especially when belonging, recognition, and status are sought through barkada, defiance, or retaliation rather than prosocial roles. This interpretation is consistent with recent evidence showing that violence exposure and approval of school violence are associated with adolescents own violent behavior, and that violence during early adolescence disrupts socio-emotional development and behavioral regulation (Bui & Nguyen, 2024; Jagasia et al., 2024).

In discussing causation, Andres linked student violence to family strain, peer influence, and neighborhood conditions, particularly in statements such as *"Madalim na lugar at barkada..," "Kadalasan ang nakikita ko magulang ng bata magulo rin tapos yung bata panay lakwatsa sa klase,"* and *"Yung kahirpaan no.1 tlaa yan at pamhirap na pamilya kapag itong dalawa nagsama, yung bata hindi nagagabayan na.."* The participant's account portrays violence not as an isolated act but as an outcome of layered disadvantage, weak supervision, and exposure to risky peer environments. Bronfenbrenner's ecological theory helps explain this pattern because the microsystem of family and peers appears to interact with exosystem conditions such as poverty, unsafe spaces, and limited community resources. When these systems fail to provide structure, adolescents may seek acceptance in deviant peer groups or normalize aggressive conduct. Using Erikson's framework, the responses suggest that some students are negotiating identity under conditions of instability, where role confusion is intensified by neglect, economic hardship, and limited adult guidance. Current literature similarly shows that identity development in adolescence is shaped by family and friendship contexts, that deviant peer affiliation and weak parental monitoring are linked with problem behavior, and that adverse childhood experiences are highly prevalent among justice-involved youth (Branje, 2022; Wang et al., 2025; Astridge et al., 2023).

In the area of response and management, Andres emphasized immediate handling, counseling, coordination, and prevention, reflected in statements such as *"kami ang naghahatid sa bata, minsan tagaawat. Nagbabantay din kami sa loob ng barangay kung wala pang guardian," "Ang nakikita ko ay nagkakaroon sila ng counseling at kung kailangan rehabilitation," "kami yung pumunta sa bahay ng bata kasama ang ilang banragya official minsan si Cons.," "Magdagdag ng tanod lalo na sa gabi,"* and *"maglagay ng additional security guard sa loob at labas ng school."* The participant's account suggests that effective management is not limited

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to stopping an incident, but extends to follow-up, reintegration, parent involvement, and school collaboration. Seen through Bronfenbrenner’s ecological theory, these practices are attempting to repair the connection among the adolescent’s major systems, especially home, school, barangay, and formal agencies. The responses imply that interventions work best when support is coordinated across these settings rather than delivered in isolation. From Erikson’s socio-emotional perspective, counseling, structured monitoring, sports, and school support provide alternative sources of belonging and competence that may redirect adolescents away from violent identities. This interpretation is consistent with evidence that school connectedness can buffer adversity-related externalizing problems and that trauma-informed youth justice responses are more effective when they combine safety, relational support, and coordinated intervention.

Table 3f. Significant Experiences of Rafael

Nature and Forms of Violence Exhibited by CAR and CICL Students
"Curfew ng mga minor at studyante"
"bisyo at inom"
"Ang halimbawa ng CAR ay nahuli sa gabi n kaya nagnakawa sa tindahan then hihilihin at ipapatawag kasama magulang"
Perceived Contributing Factors to Violence Among CAR and CICL Students
"Kulang sa patnubay ng magulang lalo na kung malaki ang pamilya , yung mga anak may asawa na pero doon parin nakatira."
"Sa magulang , kapag palagi busy , hindi na matutukan yung mga anak tapos papasok na syan ayung barkada then bisyo tambay inuman sa labas ng bahay."
"Dahil sa hirap ng buhay marami ang dinadaan nalang sa bisyo sa halip na tumulong sa bahay at may aral."
Challenges and Ethical Issues in Managing CAR and CICL Cases
"Pagod at privacy namin, kahit hindi kami involved, nadadamay kami."
"Yung agresibo yung magulang sa offender , andoon kami para umawat"
"Napoprotektahan namin ang aming sarili gayun din naman yung kaso ng bata dahill alam n namin kung ano yung bawal."
Responses and Management of CAR and CICL Cases in the Community and School Setting
"tagadala ng mga lumalabag lalo kapag curfew at nirereport namin iyon kay VAWC para sila mag interview at mag assess. Kami naman nakabantay lang."
"Counseling at rehabilitation"
"Pinupuntahan namin yung bahay ng bata para papunthain sa barangay yung magulang o kung sino mang pweid sa kanila kung wala yung magulang."
"Dagdag tanod para mas mabantayan ang mga iskinita"
"Budget para sa barangay."
"Additional security at CCTV para madali makita yung mga ginagawa ng mga studyante sa school."
"Pailaw at CCTV sa aming lugar o lahat ng barangay"

Significant Experiences of Rafael

Rafael described student violence in concrete and community-based terms, emphasizing acts such as *"Curfew ng mga minor at studyante"* and the way these behaviors surface in everyday settings, including *"bisyo at inom."* The account also distinguishes CAR from CICL through the gravity of the offense and the student’s legal status, as shown in the statement *"Ang halimbawa ng CAR ay nahuli sa gabi n kaya nagnakawa sa tindahan then hihilihin at ipapatawag kasama magulang."* Viewed through Bronfenbrenner’s ecological theory, this narrative places violent behavior within the adolescents’ immediate microsystems, particularly peer groups, streets, and school spaces where conflict, provocation, and public confrontation occur. The participant’s observations also suggest mesosystem links, because violence travels across barangay, home, and school contexts rather than remaining in only one setting. From Erikson’s socio-emotional perspective, these forms of aggression may reflect adolescents’ struggle with identity versus role confusion, especially when belonging, recognition, and status are sought through barkada, defiance, or retaliation rather than prosocial roles. This interpretation is consistent with recent evidence showing that violence exposure and approval of school violence are associated with adolescents own violent behavior, and that violence during early adolescence disrupts socio-emotional development and behavioral regulation (Bui & Nguyen, 2024; Jagasia et al., 2024).

Rafael portrayed case management as emotionally demanding and ethically delicate. The participant highlighted operational and ethical pressures through remarks such as *"Pagod at privacy namin, kahit hindi kami involved, nadadamay kami,"* *"Yung agresibo yung magulang sa offender, andoon kami para umawat,"* and *"Napoprotektahan namin ang aming sarili gayun din naman yung kaso ng bata dahill alam n namin kung ano yung bawal.."* These statements show that managing CAR and CICL cases involves more than documentation or referral; it also requires balancing confidentiality, safety, procedural fairness, and legal compliance under stressful conditions. Bronfenbrenner’s ecological perspective is useful here because the participant is working inside a dense mesosystem where children, parents, barangay officials, schools, police, and social welfare agencies intersect. Ethical strain emerges when these systems collide, especially when community pressure or family conflict threatens confidentiality and child protection. Through Erikson’s lens, the need for careful, non-stigmatizing handling is important because adolescents are still forming identity and can be harmed by labels, humiliation, and punitive responses that deepen role confusion. This reading

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aligns with recent literature showing that youth justice populations have high trauma exposure and that trauma-informed, legally grounded responses are necessary when working with vulnerable adolescents (Astridge et al., 2023; Malvaso et al., 2024).

Table 3g. Significant Experiences of Joaquin

Nature and Forms of Violence Exhibited by CAR and CICL Students
"Away o rambulan, kursunada dahil lasing"
"inuman at takaw gulo"
"Yung CAR yan yung mga nahuhuli namin sa pagnanakaw , curfew at away. Yung CICL ya yung mga nirereport na pananakit o panghahas."
Perceived Contributing Factors to Violence Among CAR and CICL Students
"Kulang sa suporta ng gobyerno , may mga programa sana sila para sa mga pamilya na hjirap sa buhay hindi puro ayuda lang . Yung iba pinangsusugal at inom lang"
"Kapag yung magulang kulang sa padidiplina sa mga anak pati pag aaral apektado rin, kaya yung iba napapaaway ,naabsent tapos tambay sa lugar"
"Kapag wala laging pera ang pamilya yung anak nasama sa barkada na may pera ending bisyo-gulo"
Challenges and Ethical Issues in Managing CAR and CICL Cases
"Pagod at puyat at security para sa mga tulad kong barangay tanod."
"Hindi kami nag lalabas ng kahit anong detalye o ikwento man lang , sinasabi namin na kay VAWC nalang itanong."
"Bagamat nalilito misan, nalalaman namin na hindi pala dahil mali ay ganito dapat ang parusa, may tamang proseso rin pala."
Responses and Management of CAR and CICL Cases in the Community and School Setting
"Nagbabantay , sa labas ng office , kung kailangan ni VAWC ng tulong dapat ready kami."
"Counseling minsan budget support."
"kami ang tagasundo at hatid sa bata at magulang ng bata kasama si VAWC at minsan si Cons."
"Magkaroon ng CCTV sa bawat kanto ng kalsada"
"Ayusin ang mga kalsada para hindi maging dilikado sa mga dumaraan lalo na sa gabi."
"Makipag coordnate sila agad para mapabilis ang pag proseso"
"Madagdagan ang mga tanod para kahit may absent malakas parin ang bilang mga roronda."

Significant Experiences of Joaquin

Joaquin described student violence in concrete and community-based terms, emphasizing acts such as *"Away o rambulan, kursunada dahil lasing"* and the way these behaviors surface in everyday settings, including *"inuman at takaw gulo."* The account also distinguishes CAR from CICL through the gravity of the offense and the student's legal status, as shown in the statement *"Yung CAR yan yung mga nahuhuli namin sa pagnanakaw, curfew at away. Yung CICL ya yung mga nirereport na pananakit o panghahas."* Viewed through Bronfenbrenner's ecological theory, this narrative places violent behavior within the adolescents' immediate microsystems, particularly peer groups, streets, and school spaces where conflict, provocation, and public confrontation occur.

In the area of response and management, Joaquin emphasized immediate handling, counseling, coordination, and prevention, reflected in statements such as *"Nagbabantay, sa labas ng office, kung kailangan ni VAWC ng tulong dapat ready kami," "Counseling minsan budget support," "kami ang tagasundo at hatid sa bata at magulang ng bata kasama si VAWC at minsan si Cons.," "Magkaroon ng CCTV sa bawat kanto ng kalsada," and "Makipag coordnate sila agad para mapabilis ang pag proseso."* The participant's account suggests that effective management is not limited to stopping an incident, but extends to follow-up, reintegration, parent involvement, and school collaboration. Seen through Bronfenbrenner's ecological theory, these practices are attempting to repair the connection among the adolescent's major systems, especially home, school, barangay, and formal agencies. The responses imply that interventions work best when support is coordinated across these settings rather than delivered in isolation. From Erikson's socio-emotional perspective, counseling, structured monitoring, sports, and school support provide alternative sources of belonging and competence that may redirect adolescents away from violent identities. This interpretation is consistent with evidence that school connectedness can buffer adversity-related externalizing problems and that trauma-informed youth justice responses are more effective when they combine safety, relational support, and coordinated intervention (Goetschius et al., 2023; Malvaso et al., 2024).

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Table 3h. Significant Experiences of Miguel

Nature and Forms of Violence Exhibited by CAR and CICL Students
"Away kalye at nakawan sa gabi minsan kahit babae."
"minsan hindi na pumapasok , inuman,pupunta sa amin ang magulang , hinahanap yung anak nila."
"Ang pagkakaiba ng CAR sa CICL, kapag CAR kadalasan curfew ang case pweding kasama na doon yung pananakaw o pakikipag away . CICL may mabigat ng ginawang kasalanan."
Perceived Contributing Factors to Violence Among CAR and CICL Students
"Kulang sa gabay ng magulang at bisyo ng barkada at ayusin di nang lugaw , at kulang sa tanod para dagdag ronda."
"Nagsisimula yan sa magulang kung magulo at hirap sa buhay hindi nabiubigay ng tamang gabay ang mga anak ending barkada at tambay. Pangalawa yung lugar kung lugar sa security at program sana para sa mga kabataan."
"kapag ang magulang hindi hinahanap ang anak sa gabi kahit 10pm, minsan yung magulang nagtitinda rin sa gabi kaya nahuhuli yung anak , kahit pagsabihan namin di pa rin titigil dahil paraan nila yun para mabuhay."
Challenges and Ethical Issues in Managing CAR and CICL Cases
"Ang karanasan ko ay yung pagod at safety namin an hindi kami mapagbalingan ng galit ng mga parents o guardian ng bata."
"Bawal kami kumampi sa kahit anong partido kahit pa kamaganak namin."
"Dahil sa legal requirements at child protection program mas maayos at malinaw namin nalalaman yung dapat namin gawin."
Responses and Management of CAR and CICL Cases in the Community and School Setting
"Kung ano yung sinabi ni VAWC sa amin yung yung gagawin namin kung kailangan magpatwag ng magulang o ihatid yung bata sa ibang barangay. Minsan nalalaman namin yung kaso kapag nagkakagulo pero tahimik lang kami di pweding sabihin sa iba."
"Counseling at livelihood program at ilang sports competition sa interbarangay"
"Kapag sinabi ni VAWC na puntahan na yung parent ng bata, susunduin namin yung parent at kung need sa pulis kasama kami sa paghahatid."
"Dagdag tao para magronda at pailaw sa mga kalsada."
"Palakas in ang seguridad sa lugar,"
"Maglagay sila ng secuty sa labas ng school."
"Magkaroon ng radio communication"

Significant Experiences of Miguel

Miguel described student violence in concrete and community-based terms, emphasizing acts such as *"Away kalye at nakawan sa gabi minsan kahit babae."* and the way these behaviors surface in everyday settings, including *"minsan hindi na pumapasok, inuman, pupunta sa amin ang magulang, hinahanap yung anak nila."* The account also distinguishes CAR from CICL through the gravity of the offense and the student's legal status, as shown in the statement *"Ang pagkakaiba ng CAR sa CICL, kapag CAR kadalasan curfew ang case pweding kasama na doon yung pananakaw o pakikipag away. CICL may mabigat ng ginawang kasalanan."* Viewed through Bronfenbrenner's ecological theory, this narrative places violent behavior within the adolescents' immediate microsystems, particularly peer groups, streets, and school spaces where conflict, provocation, and public confrontation occur. The participant's observations also suggest mesosystem links, because violence travels across barangay, home, and school contexts rather than remaining in only one setting. From Erikson's socio-emotional perspective, these forms of aggression may reflect adolescents' struggle with identity versus role confusion, especially when belonging, recognition, and status are sought through barkada, defiance, or retaliation rather than prosocial roles. This interpretation is consistent with recent evidence showing that violence exposure and approval of school violence are associated with adolescents own violent behavior, and that violence during early adolescence disrupts socio-emotional development and behavioral regulation (Bui & Nguyen, 2024; Jagasia et al., 2024).

In the area of response and management, Miguel emphasized immediate handling, counseling, coordination, and prevention, reflected in statements such as *"Kung ano yung sinabi ni VAWC sa amin yung yung gagawin namin kung kailangan magpatwag ng magulang o ihatid yung bata sa ibang barangay. Minsan nalalaman namin yung kaso kapag nagkakagulo pero tahimik lang kami di pweding sabihin sa iba."* *"Counseling at livelihood program at ilang sports competition sa interbarangay,"* *"Kapag sinabi ni VAWC na puntahan na yung parent ng bata, susunduin namin yung parent at kung need sa pulis kasama kami sa paghahatid,"* *"Dagdag tao para magronda at pailaw sa mga kalsada,"* and *"Maglagay sila ng secuty sa labas ng school."* The participant's account suggests that effective management is not limited to stopping an incident, but extends to follow-up, reintegration, parent involvement, and school collaboration. Seen through Bronfenbrenner's ecological theory, these practices are attempting to repair the connection among the adolescent's major systems, especially home, school, barangay, and formal agencies. The responses imply that interventions work best when support is coordinated across these settings rather than delivered in isolation. From Erikson's socio-emotional perspective, counseling, structured monitoring, sports, and school support provide alternative sources of belonging and competence that may redirect adolescents away from violent identities. This interpretation is consistent with evidence that school connectedness can buffer adversity-related externalizing problems and that trauma-informed youth justice responses are more effective when they combine safety, relational support, and coordinated intervention (Goetschius et al., 2023; Malvaso et al., 2024).

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SOP 2. Meanings drawn from the most significant experiences of VAWC counselors and barangay officials

This section presents the formulated meanings derived from the significant experiences of the eight barangay participants who handled cases involving children-at-risk (CAR) and children in conflict with the law (CICL). The analysis was based on Sheet 1 of the coded Excel matrix and organized in the style of the sample template. Across the participants' narratives, the meanings point to four recurring realities: the work of handling youth violence is emotionally and physically demanding; violent behavior is understood as arising from family, peer, school, community, and digital conditions; ethical and legal judgment is central to case management; and prevention is believed to require coordinated interventions that involve the barangay, school, family, and referral agencies.

A clear point of convergence across the accounts is that student violence is not interpreted as a purely individual moral failure. Instead, the participants repeatedly associated it with unstable family life, weak parental supervision, poverty, peer influence, school disengagement, curfew exposure, and the growing relevance of online conflict. A point of divergence, however, appears at the level at which each participant encounters the problem. The VAWC officers articulated the emotional and ethical strain of formal case handling; the barangay counselors emphasized mediation and governance, and the tanods highlighted frontline response, patrol, escort, and community safety. The discussions below interpret these meanings through Bronfenbrenner's ecological theory and Erikson's socio-emotional theory, while relating each participant's account to recent literature, with emphasis on Philippine studies published from 2019 to 2026.

Table 4.a. Significant Statements and Formulated Meanings of Amihan

Significant Statements	Formulated Meanings
"Mahirap, nakakapagod... minsan napaparatangan ng bias... gusto mo lang tumulong."	Child-protection work is morally meaningful but emotionally costly, especially when assistance is misread as partiality.
"Cyberbullying sa social media o chat, nagrerebelde, naglalayas, barkada."	Student violence is understood as both digital and face-to-face, emerging from peer cultures, rebellion, and weakened supervision.
"Magulong pamilya, hindi naaasikaso, walang pera... napapabarkada."	Violence is interpreted as an ecological outcome of family instability, poverty, and peer exposure rather than a purely individual defect.
"Nirerecord namin... iniinterview... counseling... monitoring... hindi ito puwedeng ikwento sa iba."	Effective handling requires lawful assessment, confidentiality, counseling, and coordinated follow-through with families and agencies.
"Sana magkaroon ng local shelter... mas maraming access para sa mental health services."	Prevention is seen as requiring stronger local protective infrastructure, especially shelters and mental-health support.

Formulated Meanings of Amihan

Amihan's significant experiences suggest that she understands youth violence as both a child-protection problem and an emotionally demanding form of public service. Her statement that the work is "*mahirap, nakakapagod*" and that she is sometimes accused of bias shows that case handling is not merely procedural but morally strenuous. The formulated meanings point to two simultaneous realities: first, that helping work is sustained by commitment, and second, that it can produce emotional injury when the helper's motives are questioned. In Bronfenbrenner's ecological perspective, this meaning reflects the way child-protection work sits inside overlapping microsystems and mesosystems, where the child, family, barangay, and school interact under pressure. Amihan's account of "*cyberbullying sa social media o chat*," rebellion, and peer attachment indicates that youth violence now extends beyond the immediate physical environment into digital spaces, which recent Philippine research also notes as a significant context of adolescent aggression and victimization (Shannen et al., 2021; Bernadas et al., 2025).

Her explanation that violent behavior is often tied to "*magulong pamilya*," neglect, overcrowding, and poverty further indicates that she locates the origins of violence within the child's immediate and surrounding ecology rather than in the child alone. This is consistent with Philippine studies showing that family dysfunction, peer influence, and community conditions strongly shape the pathways of children in conflict with the law (Rendaje et al., 2024; Roche & Flynn, 2021). Interpreted through Erikson's socio-emotional theory, Amihan's narrative suggests that adolescents who fail to experience stable guidance and recognition within the family may negotiate identity through barkada membership, rebellion, or aggressive behavior. Her emphasis on assessment, counseling, confidentiality, shelter, and mental-health access therefore implies that student violence should be addressed through identity-supporting, relationship-centered interventions rather than purely punitive control. This interpretation is also coherent with evidence that family support and school belonging buffer the effects of bullying among Filipino adolescents (Singco, 2025).

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Table 4.b. Significant Statements and Formulated Meanings of Ligaya

Significant Statements	Formulated Meanings
"Hindi madali... napupuyat minsan, nagkakasakit pero ok naman..."	VAWC work is construed as physically exhausting service that demands endurance and immediate responsiveness.
"Stealing/Shoplift sa CICL at Curfew sa CAR... naglalayas, nakikipag-inuman sa barkada."	Youth risk is viewed as moving from curfew and peer-driven misconduct toward more explicit law violations.
"Pamilya, hindi natututukan... impluwensya ng barkada... hirap ng buhay."	Violence is linked to absent supervision, peer influence, and economic hardship operating together in the child's immediate environment.
"Kapag yung parents ng bata ay ayaw makipag-coordinate..."	Case management becomes fragile when parents withdraw, making family cooperation central to child protection.
"Family counseling... restoration at monitoring... dagdagan ang counseling program sa school."	Sustained prevention is framed as family-centered counseling reinforced by school-based psychosocial support.

Formulated Meanings of Ligaya

Ligaya's responses construct case handling as exhausting, urgent, and relationally fragile. Her admission that the work can cause sleeplessness and illness, alongside her continued willingness to respond, shows that VAWC practice is experienced as sacrifice-driven service. At the level of meaning, the data indicate that the burden of violence management does not come only from the child's behavior but also from the instability of the surrounding support network. This is evident in her account that cases become harder when *"parents ng bata ay ayaw makipag-coordinate."* Bronfenbrenner's model helps clarify this meaning: once the family microsystem becomes inconsistent or unavailable, the burden shifts to the barangay and other exosystem actors, making intervention less stable and less child centered.

Ligaya also links youth violence to curfew breaches, running away, drinking with peers, family absence, and poverty. These responses suggest that she sees violence as an accumulation of risks across home, peer, and community contexts. Philippine evidence similarly shows that family relationships, peer influence, and environmental conditions are central in CICL involvement (Rendaje et al., 2024), while research on Filipino adolescents highlights the importance of support structures in reducing the harmful effects of bullying and social risk (Singco, 2025; Sansait et al., 2023). Through Erikson's lens, her account implies that adolescents deprived of supervision and meaningful adult attachment may search for belonging in peer groups that normalize defiance. Her recommendation for family counseling, monitoring, and stronger school counseling is therefore theoretically sound: these interventions rebuild the relational conditions needed for healthier socio-emotional development. Donato's (2025) study on parental involvement in CICL rehabilitation likewise underscores that family engagement can either strengthen or weaken recovery, making the parent-child relationship central to prevention.

Table 4.c. Significant Statements and Formulated Meanings of Gabriel

Significant Statements	Formulated Meanings
"Nirereport namin at iniendorse sa VAWC... tumutulong sa coordination."	The counselor role is experienced as a bridging function that links barangay governance with specialized child-protection response.
"Nakakalungkot... kilala mo yung mga involved."	Handling youth violence carries an interpersonal burden because community cases are socially close and emotionally personal.
"Away kalye, suntukan at pagnanakaw... kulang sa gabay... maraming mahirap na pamilya."	Student violence is interpreted as rooted in family strain, material deprivation, and neighborhood disorder.
"Kung ano yung sinasabi sa RA 9344 yun lang yung ginagawa namin..."	Legal procedure provides legitimacy and restraint, helping officials manage cases without escalation or arbitrary action.
"Sports at livelihood program... dagdagan ang pondo... guidance counselor..."	Prevention is understood as requiring resources, youth diversion, and stronger school support systems.

Formulated Meanings of Gabriel

Gabriel's significant experiences present the barangay counselor as a connector between local governance and child protection. His statement that cases are reported and endorsed to VAWC while he helps with coordination indicates that his work is not primarily therapeutic but organizational and mediating. The formulated meaning here is that violence management in the barangay is collective and role differentiated. In ecological terms, Gabriel occupies a mesosystem position, linking the family,

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barangay, school, and formal agencies. This is consistent with research on local child protection in the Philippines showing that formal and informal actors must work together because risk to children often exceeds the reach of any single office (Roche & Flynn, 2021).

Gabriel also interprets student violence through “*away kalye, suntukan at pagnanakaw*,” weak parental guidance, poverty, and poorly lit or under-secured spaces. This suggests that he sees youth violence emerging from both relational and environmental disorders. Such a view closely aligns with Bronfenbrenner’s ecological theory, where unsafe community conditions and weak family guidance amplify one another. His recommendation for sports, livelihood, more funding, and stronger school counseling implies that prevention requires both social and structural investment. From Erikson’s perspective, Gabriel’s account suggests that adolescents who lack disciplined, supportive settings may turn to oppositional identities that are reinforced by peers and neighborhood culture. Philippine work on youth offending and bullying likewise points to the salience of peer pressure, family problems, and institutional support in shaping adolescent conduct (Baloran, 2023; Sansait et al., 2023).

Table 4.d. Significant Statements and Formulated Meanings of Mateo

Significant Statements	Formulated Meanings
“Mahirap lalo na kapag curfew, nagtatakbuhan, minsan nakakaawa din naman.”	The work is perceived as a mix of control and compassion, where enforcement coexists with empathy for minors.
“Nagnanakaw para may makain.”	Some violent or offending behavior is understood as survival-related and tied to deprivation.
“Magulong pamilya... nagda-dropout yung iba dahil sa bullying...”	Youth violence is interpreted as developing from family dysfunction and school exclusion, not only delinquent intent.
“Privacy ng bata... hindi ito ipagsabi sa iba.”	Protecting the child’s dignity and privacy is treated as an ethical core of community case handling.
“Additional shelter... anti-bullying seminar... working CCTV...”	Prevention is imagined as a combination of child-sensitive care, school education, and environmental surveillance.

Formulated Meanings of Mateo

Mateo’s account is marked by dual recognition of authority and pity. He describes curfew situations as difficult because minors run away, yet he also says they are “*nakakaawa*.” The meanings derived from his statements show that community officials do not always read offending youth as dangerous first; they often read them as distressed or deprived. This is especially visible in his statement “*nagnanakaw para may makain*,” which frames some offenses as survival driven. Bronfenbrenner’s ecological theory helps explain this interpretation because it situates behavior within intersecting family, school, and community environments. Mateo’s account of family disorder, bullying-related dropout, and nighttime loitering suggests that the child’s microsystem is already unstable before the visible offense occurs.

His emphasis on privacy, agreement-making, shelter, anti-bullying programs, and CCTV also reveals that he understands response as a balance between care and control. Through Erikson’s socio-emotional theory, these meanings imply that students who experience rejection, instability, or humiliation may develop role confusion and seek alternative identities through resistance, group loyalty, or street-based behavior. Philippine studies support this reading. Local research has linked family-related problems and peer engagement to youth offending (Baloran, 2023), while recent work on reformed CICL emphasizes the value of rehabilitation and reintegration rather than labeling alone (Solmayor & Embornas, 2024). Mateo’s narrative therefore positions youth violence as a signal of developmental and ecological disruption that requires both compassion and structured intervention

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Table 4.e. Significant Statements and Formulated Meanings of Andres

Significant Statements	Formulated Meanings
"Pagod, nakakapuyat at minsan nagkakasakit."	Peacekeeping around youth cases is experienced as labor-intensive frontline work with bodily costs.
"Madalas kami sa curfew... nagnakaw sa ilang tindahan."	The tanod perspective identifies curfew violations and petty theft as the most visible community expressions of youth risk.
"Madalim na lugar at barkada... magulo rin ang magulang... kahirapan no.1 talaga yan."	Violence is explained through unsafe community spaces, weak family guidance, and poverty operating together.
"Hindi kami sumasagot... privacy... Kung ano ang sinabi ni VAWC o Cons yun ang susundin namin."	The tanod role is interpreted as disciplined support work grounded in confidentiality and deference to proper procedure.
"Magdagdag ng tanod... security guard sa school... radio."	Prevention is framed in terms of practical community security capacity and rapid coordination.

Formulated Meanings of Andres

Andres presents the frontline security perspective, and his significant experiences are shaped by bodily fatigue, lost family time, and direct exposure to curfew and theft incidents. When he says "pagod, nakakapuyat at minsan nagkakasakit," the meaning is not simply that the work is tiring, but that youth case management depends on invisible labor carried by low-level responders. His role in transport, initial containment, and home visits reflects how ecological intervention starts at the street and household level before formal assessment begins. In Bronfenbrenner's terms, Andres works where the child's immediate community microsystem meets the barangay's protective exosystem.

His interpretation of violence through "*madilim na lugar at barkada*," weak parenting, and poverty indicates a practical ecological reading of risk. He sees young people drifting into trouble where supervision is thin and environments are permissive. This view is consistent with Philippine and international findings that poverty, parental absence, and unsafe community spaces heighten adolescent vulnerability to offending and substance-related risk (Rendaje et al., 2024; Pengpid et al., 2025). Through Erikson's lens, curfew defiance and petty theft may be read as maladaptive attempts at autonomy or peer-based identity when legitimate structures of recognition are weak. Andres's stress on confidentiality, radio communication, and more security presence suggests that early, coordinated response can reduce escalation while still protecting the child's dignity.

Table 4.f. Significant Statements and Formulated Meanings of Rafael

Significant Statements	Formulated Meanings
"Mahirap, nakakapuyat... mga bata ngayon ay matitigas ang ulo..."	Repeated contact with youth violations produces fatigue but also a view of delinquency as persistent and difficult to regulate.
"Curfew ng mga minor at studyante... bisyo at inom."	Risk behavior is seen as clustering around curfew breaches, substance use, and nighttime exposure.
"Kulang sa patnubay ng magulang... papasok na syan ayung barkada then bisyo tambay."	Violence is understood as a progression from poor parental monitoring to deviant peer affiliation and vice.
"Yung agresibo yung magulang sa offender, andoon kami para umawat."	Officials must manage not only the child but also family emotion and conflict during incidents.
"Additional security at CCTV..."	Prevention is associated with visible deterrence, monitoring, and more protective presence in school and community.

Formulated Meanings of Rafael

Rafael's responses portray barangay enforcement as a prolonged encounter with repetition, resistance, and low institutional reward. His statement that youth violators are hardheaded and that he becomes sick from lack of sleep shows that he experiences the work physically and emotionally draining. The formulated meanings indicate that, from his standpoint, violence is not isolated but patterned, recurring around curfew breaches, drinking, and vice. Such repetition matters in ecological theory because it suggests that the same risky contexts continue to reproduce the same behaviors. The child returns to the same peers, the same unsupervised time periods, and the same fragile family setting.

Rafael explicitly connects problem behavior to "*kulang sa patnubay ng magulang*," barkada, and tambay culture. He also notes that aggressive parents sometimes need to be restrained, which means that the crisis environment includes adults' unmanaged

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emotions as well. This resonates with Donato’s (2025) argument that parental participation can either support or complicate CICL rehabilitation. It also matches findings that close parental and peer support can serve as protective factors against youth risk behaviors, including drug use and violence-related exposure (Pengpid et al., 2025). Through Erikson’s theory, Rafael’s account suggests that adolescents who do not receive steady guidance may turn to peer-based belonging and thrill-seeking to negotiate identity. His emphasis on CCTV, security, and parent notification therefore points to the need for stronger external controls, but these controls would be most effective when paired with relationship-based interventions that address the social roots of role confusion.

Table 4.g. Significant Statements and Formulated Meanings of Joaquin

Significant Statements	Formulated Meanings
“Tumutulong kay VAWC para mag-assist ng bata... pagpapatawag ng magulang...”	The tanod role is formulated as support and logistical accompaniment within a larger child-protection process.
“Minsan nakakainis... makikita mo na naman sila ulit.”	Repeated offending produces frustration and suggests weak reintegration after initial intervention.
“Away o rambulan, kursunada dahil lasing... kulang sa suporta ng gobyerno...”	Violence is linked to alcohol use, peer conflict, and inadequate structural support for poor families.
“Hindi kami naglalabas ng kahit anong detalye...”	Confidentiality is treated as essential to ethical handling even at the level of routine barangay enforcement.
“CCTV sa bawat kanto... makipag-coordinate sila agad... madagdagan ang mga tanod.”	Prevention is understood as depending on faster coordination, safer spaces, and sustained patrol strength.

Formulated Meanings of Joaquin

Joaquin’s significant experiences highlight assistance, recurrence, and frustration. He defines his role as helping VAWC, calling parents, and transferring children when needed, which means that the tanod function is not only coercive but also logistical and supportive. Yet he also states that it is frustrating to see the same youth repeatedly apprehended. The meaning drawn from this pattern is that first-contact intervention may interrupt incidents without necessarily altering the ecological conditions that produced them. This interpretation is consistent with research on CICL rehabilitation showing that reintegration succeeds only when family and community supports are sustained beyond the initial response (Solmayor & Embornas, 2024).

Joaquin attributes violence to rambulan, alcohol, peer trouble, lack of discipline at home, and the absence of stronger government support for poor families. This is a classic ecological reading: the child’s behavior is nested within family strain, peer influence, and structural deprivation. Through Erikson’s socio-emotional frame, repeated offending can be understood as a sign that adolescents are repeatedly finding identity, status, or excitement in risky peer settings because more prosocial pathways remain weak. His insistence on confidentiality, due process, CCTV, safer roads, and quicker school-barangay coordination suggests that prevention must combine ethical handling with environmental redesign. Philippine evidence has similarly underscored the need for community capability-building and stronger barangay structures in CICL response (Gonzales et al., 2025).

Table 4.h. Significant Statements and Formulated Meanings of Miguel

Significant Statements	Formulated Meanings
“Tumutulong kami... pagre-report kay VAWC at nakabantay kami kung sakaling may gulo.”	Case handling is experienced as coordinated protective presence rather than independent adjudication.
“Away kalye at nakawan sa gabi... minsan hindi na pumapasok, inuman...”	Youth violence is seen as tied to school disengagement, nocturnal peer activity, and community disorder.
“Kulang sa gabay ng magulang... barkada... kulang sa tanod para dagdag ronda.”	Violence is framed as an interaction of parental neglect, peer influence, and limited community guardianship.
“Bawal kami kumampi sa kahit anong partido kahit pa kamag-anak namin.”	Impartiality is treated as a professional and ethical obligation in community-based case response.
“Counseling at livelihood program... dagdag tao... pailaw... radio communication.”	Prevention is understood as requiring both psychosocial intervention and stronger environmental security supports.

Formulated Meanings of Miguel

Miguel’s account presents the tanod as part of a coordinated response network rather than a solitary enforcer. He emphasizes reporting to VAWC, maintaining peace when conflict arises, and following legal guidance. The meaning here is that community safety work is relational and procedural at once. His statement that tanods must not side with any party “kahit pa kamag-anak” is

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particularly important because it frames impartiality as an ethical discipline needed in close-knit communities where personal ties can distort judgment. This aligns with child-protection literature in the Philippines showing that local actors often work in socially intimate settings where professional boundaries must be deliberately maintained (Roche & Flynn, 2021).

Miguel interprets youth violence through school nonattendance, drinking, peer association, large households, and parents who are absent or busy at night. In Bronfenbrenner's framework, these are interacting with risks across the microsystem and exosystem: strained family care, unsupervised peer environments, and limited community guardianship. Through Erikson's theory, the same conditions can push adolescents toward role confusion and identity formation through barkada, nighttime activity, and oppositional conduct. His support for counseling, livelihood activities, more tanod personnel, street lighting, and radio communication suggests that prevention should be both psychosocial and environmental. This is consistent with findings that community-based actors need stronger capacity and coordinated support to manage CICL and child-risk cases effectively (Gonzales et al., 2025; Okunogbe et al., 2023).

SOP 3. Themes emerged from the testimonies of VAWC counselors and barangay officials

The thematic analysis of the coded responses generated four major themes from the testimonies of the eight barangay participants concerning violence among high school students in the context of Children-at-Risk (CAR) and Children in Conflict with the Law (CICL). These themes are: Causes and Risk Conditions of Youth Violence; Manifestations and Patterns of Youth Violence; Response Systems and Case Management; and Operational Challenges and Support Needs.

Table 5a. Thematic Clusters and Emergent Theme 1

Clustered Codes	Sub-themes	Emergent Theme
family dysfunction, poor supervision, economic hardship, and weak parent guidance	Family adversity and weak supervision	Causes and risk conditions of youth violence
nighttime loitering, online bullying, deviant peers, and street exposure show that adolescents	Peer, street, and behavioral risk exposure	
school problems, weak reporting, counseling gaps, and limited <u>school-barangay</u> coordination	School and community environments shaping behavior	

Emergent Theme 1: Causes and Risk Conditions of Youth Violence

Causes and Risk Conditions of Youth Violence, was reflected across all eight participants and 37 coded occurrences. This theme captures the shared view that violent behavior among high school students does not arise from a single cause but from overlapping vulnerabilities in the family, peer group, school, and wider community. Across the coded responses, the participants consistently treated youth violence as an outcome of weak supervision, poverty, deviant peer affiliation, nighttime exposure, school difficulties, and limited preventive coordination. Interpreted through Bronfenbrenner's ecological theory, this theme shows how microsystem risks in the home and peer group are intensified by mesosystem breakdowns between family, school, and barangay institutions. Through Erikson's socio-emotional theory, the same pattern suggests that adolescents who encounter weak guidance and unstable belonging may struggle with identity formation and emotional self-regulation, making risk-taking and aggressive role performance more likely. This interpretation aligns with Philippine and international evidence showing that family instability, weak parental support, and constrained school engagement are associated with adolescent vulnerability to bullying, aggression, and psychosocial distress (Malolos et al., 2021; Sansait et al., 2023; Ullman et al., 2024).

Sub-theme 1: Family adversity and weak supervision

This sub-theme was reflected in all eight participants (Amihan, Ligaya, Gabriel, Mateo, Andres, Rafael, Joaquin, and Miguel) and accounted for 21 coded occurrences. The clustered codes centered on family dysfunction, poor parental guidance, non-cooperative parents, poverty, and weak monitoring of children in large or stressed households. The convergence across the responses suggests that participants saw the family as the earliest site where violence-related risks begin to accumulate. Rather than isolating one trigger, they described a pattern in which economic strain, weak supervision, and inconsistent caregiving reduce adolescents' behavioral regulation and increase their exposure to conflict-prone situations.

This pattern may be interpreted ecologically as a microsystem problem that becomes more serious when the links between home, school, and barangay are weak. From Erikson's perspective, inadequate supervision and unstable family support may leave adolescents with fragile emotional anchoring during the stage of identity versus role confusion, making them more likely to seek validation, belonging, or control in maladaptive ways. This interpretation is consistent with evidence that parental warmth, monitoring, and supportive family relations protect against bullying and aggression, whereas dysfunctional or conflictual family

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environments increase risk (Kustanti et al., 2024; Ullman et al., 2024). Philippine evidence likewise shows that household adversity and violence are associated with poorer psychosocial and educational outcomes among children and adolescents (Malolos et al., 2021).

Sub-theme 2: Peer, street, and behavioral risk exposure

This sub-theme was reflected in six participants (Amihan, Mateo, Andres, Rafael, Joaquin, and Miguel) and accounted for seven coded occurrences. The clustered codes emphasized deviant peer influence, online bullying, nighttime loitering, and exposure to street-based situations where adolescents were more likely to copy risky behaviors or become involved in altercations. The convergence of the coded responses indicates that participants regarded unsupervised peer spaces as amplifiers of violence, especially when adolescents spend time outside the home at night or in settings where adult regulation is minimal.

Bronfenbrenner's theory helps explain this as the interaction of peer microsystems with permissive or weakly regulated community environments. Erikson's framework also clarifies why peer influence becomes especially powerful in adolescence: when identity is still forming, young people may align with peers to gain belonging, status, or emotional recognition, even when those affiliations support deviant behavior. Research has likewise shown that deviant peer affiliation is associated with higher bullying and cyberbullying perpetration, while social support can partly buffer that effect (Yang et al., 2021). The findings are also congruent with Philippine bullying research showing that peer relations and readiness to respond to bullying are shaped by school and social context (Sansait et al., 2023).

Sub-theme 3: School and community environments shaping behavior

This sub-theme was reflected in seven participants (Amihan, Ligaya, Gabriel, Mateo, Andres, Joaquin, and Miguel) and accounted for nine coded occurrences. The clustered codes highlighted school counseling gaps, weak reporting systems, limited anti-violence programming, behavior problems that disrupt schooling, and the need for stronger school-barangay coordination. The convergence across the coded responses suggests that participants viewed schools and surrounding community structures as either protective environments or missed opportunities for early intervention.

Under Bronfenbrenner's ecological theory, this sub-theme points to a mesosystem issue: when school and barangay actors fail to coordinate effectively, adolescents move between settings that do not reinforce shared expectations or timely support. Erikson's theory also suggests that school belonging and meaningful adult guidance are central to healthy role development in adolescence. When schools are disengaging, punitive, or weakly responsive, adolescents may seek recognition elsewhere through defiance or aggression. This is consistent with evidence that school connectedness has a protective association with violence and other co-occurring health risks (Rose et al., 2024), and with Philippine work stressing the need to strengthen anti-bullying awareness, school readiness, and socio-emotional supports for learners (Sansait et al., 2023; Tabalanza et al., 2022).

Table 5b. Thematic Clusters and Emergent Theme 2

Clustered Codes	Sub-themes	Emergent Theme
curfew violations, theft, street fights, substance use, and disruptive conduct show that violence	Common offenses and violent behaviors	Manifestations and patterns of youth violence
distinctions between CAR and CICL (levels of risk, legality, seriousness of offense, and discernment.)	Risk and offense classification of youth cases	
child safety, neutral mediation, coordinated response, and managing family aggression	Escalation and incident dynamics	

Emergent Theme 2: Manifestations and Patterns of Youth Violence

Manifestations and Patterns of Youth Violence were reflected across all eight participants and 28 coded occurrences. This theme describes how participants recognize youth violence not only in severe incidents but also in repeated status offenses, disruptive behavior, and behaviors that place adolescents at the boundary between CAR and CICL classifications. The testimonies suggest that violence is experienced in practical community terms, such as curfew violations, theft, fights, substance-linked disorder, and volatile incidents that may escalate quickly. In Bronfenbrenner's ecological terms, these manifestations represent the visible behavioral output of interacting risks across the home, school, peer, and community environment. In Eriksonian terms, they suggest adolescents negotiating identity and social status through aggression, rule testing, or group conformity rather than through stable prosocial roles. Related studies also note that youth offending and bullying are often expressed through repeated peer conflict, low empathy, delinquent routines, and unmet developmental needs, rather than through isolated criminal intent (Rendaje et al., 2024; Solmayor & Embornas, 2024; Ullman et al., 2024).

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Sub-theme 4: Common offenses and violent behaviors

This sub-theme was reflected in all eight participants and accounted for 15 coded occurrences. The coded responses converged around curfew violations, petty theft, street fights, peer-driven misconduct, disruptive behavior, and substance-linked disorder as the most common ways violence or conflict became visible in the barangay. The participants did not frame these actions as random incidents; instead, they described them as recurring patterns that signal behavioral drift, social unrest, and youth vulnerability within the community.

Ecologically, these patterns represent the outward expression of accumulated stressors across multiple systems, especially when supervision, school attachment, and prosocial opportunities are weak. From Erikson’s perspective, these behaviors may reflect maladaptive attempts to perform toughness, peer loyalty, or autonomy during a stage when adolescents are trying to define who they are. Related Philippine studies on CICL note that youth conflict with the law often emerges through patterned social, family, and environmental influences rather than isolated acts (Rendaje et al., 2024; Solmayor & Embornas, 2024). Broader reviews of youth violence also identify bullying, low empathy, and repeated delinquent behavior as recurring markers of developmental and contextual risk (Ullman et al., 2024).

Sub-theme 5: Risk and offense classification of youth cases

This sub-theme was reflected in all eight participants and accounted for eight coded occurrences. The clustered codes showed that participants carefully distinguished CAR from CICL through age, seriousness of offense, discernment, and whether a formal legal case was already present. The convergence of the responses indicates that local actors do not view all youth misconduct in the same way; rather, they classify cases along a continuum from risk exposure to more serious legal involvement.

Bronfenbrenner’s framework helps explain why such classifications matter: case categories shape which institutions respond, what interventions are mobilized, and how the child is positioned within the larger support system. From Erikson’s perspective, early labeling can also affect adolescents’ self-understanding, either reinforce deviant identities or open a pathway for corrective support. Philippine CICL studies similarly show that case trajectories are shaped by how adults interpret youth behavior, family background, and developmental status, which in turn influences rehabilitation and reintegration processes (Rendaje et al., 2024; Solmayor & Embornas, 2024).

Sub-theme 6: Escalation and incident dynamics

This sub-theme was reflected in four participants (Ligaya, Gabriel, Rafael, and Miguel) and accounted for five coded occurrences. The coded responses emphasized child safety during tense incidents, neutral mediation, coordinated response, and the challenge of handling angry families or volatile confrontations without worsening the situation. The convergence here suggests that youth violence was not only described in terms of behaviors committed by adolescents, but also in terms of how quickly family and community tensions could escalate around those incidents.

Ecological theory interprets this as the immediate interaction of multiple microsystems in crisis: the child, family members, responders, and community actors meet in one event, and the quality of that interaction affects outcomes. Erikson’s theory adds that adolescents caught in high-conflict incidents may react impulsively or defensively when their sense of identity and emotional control is fragile. Literature on youth violence and child protection also shows that escalation is more likely when stress, stigma, and poor communication intersect, reinforcing the need for calm, structured, and coordinated case handling (Paat et al., 2025; Alfandari & Taylor, 2022).

Table 5c. Thematic Clusters and Emergent Theme 3

Clustered Codes	Sub-themes	Emergent Theme
counseling, patrol, documentation, referral, monitoring, and supportive assistance	Frontline roles in prevention and response	Response systems and case management
rehabilitation, formal agreements, school referrals, and interagency coordination.	Rehabilitation, referral, and multi-agency intervention	
due process, confidentiality, legal compliance, impartiality, and privacy protection	Legal, ethical, and child protection procedures	

Emergent Theme 3: Response Systems and Case Management

Response Systems and Case Management, was reflected across all eight participants and 49 coded occurrences, making it the densest thematic cluster in the dataset. This theme indicates that barangay actors view youth violence as a problem requiring coordinated assessment, counseling, monitoring, referral, mediation, and legal compliance. Rather than treating violence solely as wrongdoing, the coded responses suggest a rehabilitative and case-managed orientation grounded in child protection. Through Bronfenbrenner’s ecological theory, the theme points to the necessity of mesosystem and exosystem coordination, where

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families, schools, barangays, and state agencies must act in connection rather than in isolation. Through Erikson’s socio-emotional theory, the emphasis on counseling, guidance, and rehabilitation may be read as an effort to help adolescents return to more adaptive identity pathways and restore socially acceptable roles. This reading is supported by research showing that child protection and juvenile case work are strengthened by collaborative decision making, school-community linkages, and developmental interventions rather than by fragmented responses (Alfandari & Taylor, 2022; Rendaje et al., 2024; Solmayor & Embornas, 2024).

Sub-theme 7: Frontline roles in prevention and response

This sub-theme was reflected in all eight participants and accounted for 16 coded occurrences. The coded responses described differentiated frontline roles, including VAWC case processing, barangay counseling and support, patrol work, witness assistance, documentation, and referral. The convergence of these codes indicates that participants understood local violence prevention as shared work, with each role occupying a different point in the response chain rather than operating independently.

From Bronfenbrenner’s viewpoint, this reflects the practical functioning of the mesosystem, where effective child protection depends on how well the immediate institutions around the adolescent connect and reinforce one another. From Erikson’s viewpoint, consistent adult guidance across these settings may help adolescents encounter authority as corrective rather than purely punitive, which supports healthier social role formation. This interpretation is supported by research showing that collaborative child protection decision making and well-coordinated frontline practice improve the quality and coherence of community responses (Alfandari & Taylor, 2022).

Sub-theme 8: Rehabilitation, referral, and multi-agency intervention

This sub-theme was reflected in all eight participants and accounted for 18 coded occurrences, making it the strongest sub-theme under the response theme. The clustered codes centered on counseling, rehabilitation, formal agreements, school partnerships, referrals to external agencies, and the need to strengthen community-based interventions. The convergence across participants suggests that they preferred restorative and developmental responses that seek to prevent recurrence, reconnect adolescents to support systems, and avoid unnecessary escalation to harsher legal pathways.

Ecologically, this sub-theme emphasizes that violence prevention requires interlocking systems of care rather than one-time correction. Erikson’s theory similarly suggests that adolescents benefit when adults provide opportunities to revise behavior, restore trust, and rebuild socially acceptable identities after conflict. Philippine studies on CICL have also emphasized rehabilitation, reintegration, and guided intervention as central to more sustainable outcomes for young people in conflict with the law (Rendaje et al., 2024; Solmayor & Embornas, 2024). Research on child protection collaboration further supports the view that multi-agency work becomes more effective when decision making, referral pathways, and communication structures are deliberately organized (Alfandari & Taylor, 2022).

Sub-theme 9: Legal, ethical, and child protection procedures

This sub-theme was reflected in all eight participants and accounted for 15 coded occurrences. The clustered codes emphasized due process, confidentiality, privacy protection, legal compliance, impartiality, refusal to disclose case details, and the use of RA 9344 as a guide for case action. The convergence across the coded responses shows that barangay actors viewed youth case work as ethically constrained practice, where the protection of the child’s rights is inseparable from the management of the incident itself.

Through Bronfenbrenner’s ecological theory, legal and ethical procedures can be understood as exosystem and macrosystem forces that shape local case handling by setting norms, safeguards, and institutional boundaries. Through Erikson’s theory, rights-based and fair treatment may protect adolescents from stigmatizing experiences that deepen role confusion or solidify delinquent identities. Philippine child protection research likewise underscores that effective practice requires confidentiality, procedural clarity, and rights-based case management, especially when communities know the families involved and social ties can complicate impartial action (Rendaje et al., 2024; Evidence-based Child Protection in the Philippines, 2025).

Table 5d. Thematic Clusters and Emergent Theme 4

Clustered Codes	Sub-themes	Emergent Theme
stress, sadness, false accusations, repeated offending, and reputational strain	Emotional strain and relational burden	Operational challenges and support needs
fatigue, reduced family time, loss of sleep, health strain, and safety risks	Physical fatigue and work-life disruption	
CCTV, shelters, manpower, radios, school security, sports programs, and mental health seminars	Resource, infrastructure, and prevention support gaps	

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Emergent Theme 4: Operational Challenges and Support Needs

Operational Challenges and Support Needs were reflected across all eight participants and 46 coded occurrences. This theme shows that the work of handling CAR and CICL cases places emotional, physical, and organizational pressure on barangay responders themselves. The participants did not describe case management as a purely administrative process; instead, they portrayed it as emotionally heavy, physically exhausting, and often limited by inadequate infrastructure, personnel, and preventive resources. In Bronfenbrenner's framework, these burdens indicate that the adult systems surrounding adolescents are under strain, which can weaken the quality of intervention available to youth. In Erikson's terms, diminished support for adult responders may also reduce the consistency of the guidance and role modeling that adolescents need during a sensitive identity-forming stage. The literature similarly shows that child protection work is vulnerable to burnout, turnover, and inconsistent service quality when emotional fatigue and resource shortages are not addressed institutionally (Lushin et al., 2023; Molina et al., 2025).

Sub-theme 10: Emotional strain and relational burden

This sub-theme was reflected in six participants (Amihan, Gabriel, Mateo, Rafael, Joaquin, and Miguel) and accounted for 10 coded occurrences. The clustered codes referred to sadness, compassion, stress, false accusations, frustration over repeated offending, and reputational pressure. The convergence of these responses indicates that youth case management is experienced as emotionally loaded work in which responders must stay service-oriented while carrying moral, relational, and affective strain.

Ecologically, this suggests that the systems expected to contain youth violence also generate pressure on the adults within them. Erikson's theory implies that when adult responders are emotionally depleted, adolescents may receive less stable guidance during a developmental stage that depends on consistent relational mirrors and social feedback. The broader child welfare literature similarly shows that emotionally demanding case work can produce burnout and weaken service continuity if institutions do not provide adequate support (Lushin et al., 2023).

Sub-theme 11: Physical fatigue and work-life disruption

This sub-theme was reflected in all eight participants and accounted for 15 coded occurrences. The clustered codes included loss of sleep, health strain, fatigue from case demands, safety risks during duty, reduced family time, and the disruption of personal routines by barangay responsibilities. The convergence across the participants shows that the practical work of patrolling, mediating, documenting, and responding to incidents is not only emotionally taxing but physically depleting.

From Bronfenbrenner's perspective, this represents strain within the adult caregiving and governance systems that surround adolescents. When responders are fatigued, the quality, timeliness, and consistency of intervention can deteriorate. Erikson's theory also implies that adolescents rely on adults whose roles appear coherent, dependable, and socially anchored; chronic fatigue in responders may reduce that stabilizing influence. The literature on child welfare case work supports this interpretation, showing that exhaustion and workload burden are closely linked to lower job satisfaction and higher turnover risk (Lushin et al., 2023).

Sub-theme 12: Resource, infrastructure, and prevention support gaps

This sub-theme was reflected in all eight participants and accounted for 21 coded occurrences, making it the largest sub-theme under operational challenges. The coded responses highlighted gaps in CCTV coverage, shelters, radios, manpower, school security, mental health seminars, sports programs, and barangay funding. The convergence of these responses indicates that participants did not see youth violence as reducible through individual discipline alone; they repeatedly pointed to prevention infrastructure and resource availability as conditions for safer youth environments.

Bronfenbrenner's ecological theory is especially useful here because it shows that adolescent behavior is partly shaped by exosystem and community conditions, including whether protective resources, safe spaces, and communication systems are present. Erikson's theory also suggests that adolescents need structured opportunities for belonging, competence, and recognition, which can be supported through sports, counseling, and positive community programs. Philippine SEL and learner well-being literature similarly argues for culturally responsive socio-emotional and preventive supports within schools and communities, rather than reactive discipline alone (Layupan & Guhao, 2024; Molina et al., 2025; Tabalanza et al., 2022).

SOP 4: Action Plan to strengthen community-based and school-based interventions for preventing student violence

This proposed action plan contains proposed strategies respond to the identified forms of violence, the contributing ecological factors associated with student aggression, the challenges encountered in case handling, and the need for stronger coordination between schools and barangay structures. In this way, the action plan translates the qualitative findings into operational steps that may guide implementation, monitoring, and evaluation at the local level.

The proposed action plan presented in Appendix E translates the study findings into a coordinated set of school-based and community-based interventions that directly address the major themes and sub-themes identified in the analysis. The first cluster

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of strategies responds to the nature and forms of student violence, particularly bullying, physical fighting, and curfew-related risky behavior. These interventions prioritize prevention through regular guidance activities, closer supervision in identified hotspots, and structured youth engagement programs. The intention is to reduce the frequency of violent behavior by addressing incidents at an early stage and by increasing the presence of positive monitoring systems in both school and barangay settings.

The second cluster of interventions addresses the contributing factors to violence, including weak parental supervision, negative peer influence, and school disengagement. These actions focus on strengthening the immediate environments that shape adolescent behavior, particularly the family, peer group, and school. Parent capability sessions, peer mentoring, youth development programs, and early warning systems are included because the findings suggest that violence is often linked to weak social regulation, poor school attachment, and risky peer associations. Through these measures, the plan aims to improve student connectedness, accountability, and support.

The third cluster focuses on challenges and ethical issues in case management, especially confidentiality concerns, underreporting, and limited coordination among responders. For this reason, the action plan includes the development of shared referral protocols, child-sensitive handling procedures, and capability-building activities for school and barangay case handlers. These interventions are intended to improve the quality of response, promote ethical case management, and strengthen coordination across institutions. The monitoring and evaluation framework further supports implementation by identifying specific outputs, outcomes, processes, and impact indicators that can be tracked throughout the intervention period.

This chapter synthesizes the major results generated from the qualitative analysis of the participants' responses, particularly the significant experiences, formulated meanings, and emergent themes that describe how violence among students is understood and managed at the barangay and community levels. It also draws together the patterns identified across the four major areas of inquiry, namely the nature and forms of violence, the factors contributing to violent behavior, the challenges and ethical issues encountered in case management, and the responses used by barangay officials and VAWC personnel in addressing these cases. Based on these findings, the chapter presents the conclusions derived from the study and offers recommendations intended to strengthen school-based and community-based interventions for the prevention and management of student violence.

The findings revealed that VAWC counselors and barangay officials generally experienced student violence among CAR and CICL as a recurring community and school concern expressed through behaviors such as fighting, bullying, stealing, curfew violations, verbal conflict, drinking with peers, and other disruptive acts. Their responses showed that these forms of violence were commonly encountered in everyday settings such as streets, homes, schools, and barangay spaces, where peer interaction, public exposure, and limited supervision often intersect. The participants also distinguished CAR from CICL in terms of legal status, seriousness of the act, and the child's age and discernment, which indicates that their understanding of violence was shaped not only by the behavior itself but also by the procedural and legal context in which the case was handled. They further described violence as influenced by weak parental guidance, family conflict, poverty, overcrowding, peer pressure, unsafe community spaces, and lack of consistent support programs, while case management was characterized by confidentiality concerns, emotional strain, safety risks, legal compliance, and the need for coordination with parents, schools, and agencies.

The meanings drawn from the most significant experiences of the participants suggest that violence involving high school students was understood not simply as misconduct or delinquency, but as a condition shaped by social vulnerability, developmental difficulty, and weak ecological support. At the same time, the participants' experiences gave meaning to their own role as one that is both protective and corrective, since they were not only expected to control incidents but also to safeguard the child, preserve dignity, and help restore behavior through counseling, monitoring, and referral.

The themes that emerged from the testimonies generally organized the findings into four broad areas: the nature and visible forms of violence, the contributing family and peer conditions, the challenges and ethical demands of case handling, and the community and school responses used to address incidents. These themes show that student violence is a multidimensional issue rooted in the interaction of personal behavior and surrounding systems of influence.

The proposed action plan recommended by the study is directed toward strengthening both community-based and school-based interventions through preventive, responsive, and rehabilitative strategies. In general, the findings support the need for stronger anti-bullying and counseling programs in schools, improved parent education and family support, intensified school-barangay coordination, increased security and monitoring systems, clearer referral and follow-up mechanisms, and more youth-centered activities that promote guidance, belonging, discipline, and positive engagement.

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Based on the findings of the study, the following conclusions were drawn:

1. Based on the findings of the study, the following conclusions were drawn regarding the lived experiences and perceptions of VAWC counselors and barangay officials in handling cases of violence involving high school students identified as Children-at-Risk (CAR) and Children in Conflict with the Law (CICL).
2. Violence involving high school students identified as CAR and CICL is a multidimensional problem shaped by the interaction of individual behavior and surrounding social conditions. The findings show that student violence is expressed through recurring acts such as bullying, fighting, stealing, curfew violations, and other disruptive behaviors, but these are not isolated incidents. Rather, they emerge within interconnected family, peer, school, and community environments that either aggravate or fail to prevent risk of behavior.
3. The occurrence of violence among students is strongly associated with weak ecological support systems, particularly inadequate parental guidance, family instability, poverty, peer pressure, and limited access to positive developmental programs. This means that student violence is not adequately explained by disobedience alone but must be understood as a product of unmet social, emotional, and developmental needs within the child's environment.
4. The handling of CAR and CICL cases by VAWC counselors and barangay officials is both protective and corrective, but it is constrained by ethical, emotional, and structural challenges. The findings indicate that responders carry significant responsibilities related to confidentiality, legal compliance, safety, mediation, and coordination, while also dealing with stress, limited resources, and the difficulty of managing sensitive cases in close-knit communities.
5. Effective prevention and management of student violence require an integrated school-community response that goes beyond incident control and emphasizes counseling, monitoring, family involvement, referral, reintegration, and preventive youth programs. The result of the study concludes that sustainable intervention depends on stronger collaboration among barangay officials, schools, parents, and partner agencies, supported by adequate manpower, funding, and child-sensitive programs that address both immediate behavior and its underlying causes.

Based on the findings and conclusions of the study, the following recommendations are proposed:

1. Schools are advised to strengthen anti-bullying and violence prevention programs through regular classroom sessions, peer support activities, and immediate reporting mechanisms for students involved in conflict, bullying, and other forms of aggression.
2. Guidance offices are advised to expand counseling and psychosocial support services for at-risk students, including regular case monitoring, anger management sessions, and behavior intervention plans for learners repeatedly involved in violence-related incidents.
3. Barangay officials may institutionalize a standard case handling and referral protocol for CAR and CICL cases to ensure timely assessment, proper documentation, confidentiality, and coordinated referral to the DSWD, police, and school authorities when needed.
4. Barangays and schools are advised to establish a stronger coordination system through regular case conferences, shared monitoring procedures, and designated focal persons to improve follow-up and prevent delays in intervention.
5. Parent education programs may be conducted regularly at the barangay and school levels to strengthen parental guidance, family communication, and home-based supervision of adolescents vulnerable to violence and peer influence.
6. Community-based youth development programs, such as sports activities, leadership training, skills development, and after-school engagement, are recommended to be intensified to provide students with positive alternatives to violence, idleness, and risky peer associations.
7. Barangays are advised to increase protective community measures by improving street lighting, strengthening curfew monitoring, installing working CCTV cameras in key areas, and ensuring adequate tanod visibility in identified hotspots.
8. Schools are advised to enhance campus safety by increasing supervision in high-risk areas, reinforcing child protection policies, and ensuring that harassment, fighting, and other violent incidents are addressed promptly and consistently.
9. Future researchers may conduct similar studies in other schools or communities and include the perspectives of students, parents, and teachers to develop a broader understanding of the causes and prevention of student violence.

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