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CHARMAINE GRACE P. MAMAUAG

Enhancement of Adversity Quotient® of Houseparents of Children in Conflict with the Law through Solution-Focused Brief Therapy

Thesis Adviser:

Marie Grace A. Gomez, PhD

College of Education

University of the Philippines Diliman

Thesis Reader:

Lorelei R. Vinluan, MA Ed.

College of Education

University of the Philippines Diliman

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APPROVAL SHEET

The thesis attached hereto, entitled “ENHANCEMENT OF ADVERSITY QUOTIENT® OF HOUSEPARENTS OF CHILDREN IN CONFLICT WITH THE LAW THROUGH SOLUTION-FOCUSED BRIEF THERAPY”, prepared and submitted by CHARMAINE GRACE P. MAMAUAG, in partial fulfillment of the requirements for the degree of Master of Arts in Education (Guidance), is hereby accepted.

MARIE GRACE A. GOMEZ, PhD
Adviser

LORELEI R. VINLUAN, MA Ed.
Critic/Reader

HAZEL C. LAMBERTE, MSW
Member

Accepted in partial fulfillment of the requirements for the degree of Master of Arts in Education (Guidance).

MARIE THERESE A.P. BUSTOS, PhD
Dean
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ABSTRACT

Houseparents are the most significant adult in the lives of Children in Conflict with the Law (CICL). However, there is not much research about them and their predicament. This study is conducted to identify the concerns of the houseparents which are grouped into bio-psychosocial, professional and skills development, employment, and equipment and facility, and to know the coping strategies they employ in facing the adversities they encounter considering the nature of their job and their clientele. The identified coping strategies are keeping distance from the child, resting, ignoring the child/situation, talking with co-workers, breathing, smoking, writing in the logbook, enjoying recreational activities, eating, and venting out on the children are all classified as avoidant coping strategies. This study also sought to determine the effect of Solution-Focused Brief Therapy (SFBT) on the Adversity Quotient® (AQ®) of the houseparents of CICL. A total of eight houseparent participants completed five-sessions of SFBT. They answered the online AQ Profile® for their pretest/posttest to measure the effect of SFBT on their AQ®. The mean post test score (M=135.00, SD=19.70) is slightly lower than the mean pretest score (M=135.88, SD= 11.66). Based on the Wilcoxon Signed Rank Test Analysis ($\rho > \alpha$, 0.779 >0.05), there is no significant difference in the AQ® of the houseparents of CICL before and after their exposure to SFBT. However, SFBT as an intervention is an avenue for the houseparents of CICL to share their experience, reduce their stress, learn something, and experience positive change which are reported effects of the intervention.
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CHAPTER 1
INTRODUCTION

"Safety and security don't just happen, they are the result of collective consensus and public investment. We owe our children, the most vulnerable citizens in our society, a life free of violence and fear."

— Nelson Mandela, Former President of South Africa

Background of the Study

We often hear people say that our children are our future, and some even say that the children are the hope of the future. But what kind of future are we really hoping for with the way our children are now? How are we protecting the hope of our future?

In the Situation of the Filipino Children released by Council of the Welfare of Children in 2012, there has been a dramatic increase of cases of children in need of special protection served by the Department of Social Welfare and Development (DSWD) from 1,433 in 2010 to 5,691 in 2011. Among these children in need of special protection, we have Children in Conflict with the Law (CICL). It was reported that from 1995-2000, 52,000 CICL were in the statistics of the Council for the Welfare of Children (CWC) and 64,000 were catered by the government through DSWD from 2001-2010 (Sabangan, 9 October 2011).
In response to the worsening condition of CICL in the Philippines, Republic Act No. 9344, also known as the Juvenile Justice and Welfare Act of 2006 was enacted. This encompasses detention, rehabilitation, and reintegration of the CICL into the society. It contrasts the previous practice wherein CICL are detained with adult offenders, which exposed them to more harm.

However, despite the effort to rehabilitate Filipino CICL, there are still cases of recidivism or repeated offenses. Sometimes, the child has been caught twice, thrice, or even more times. There is no exact figure that will give the recidivism rate of Filipino CICL, but the fact that it exist cannot be denied in related studies conducted (https://www.unicef.org/evaldatabase/index_85542.html).

One contributory factor to the success of the rehabilitation of the Filipino CICL is their therapeutic experience inside youth homes or rehabilitation centers. It is important to acknowledge that houseparents have a great role in the therapeutic experience and success of rehabilitation of Filipino CICL as they become the primary caregiver and they are in contact with the CICL most of the time. They can influence the children more than any adults involved in the rehabilitation process of the CICL. However, this influence can be either positive or negative, depending on the disposition of the houseparent.

Many studies have been conducted focusing on CICL in the hopes to better help them and address their needs. Unfortunately, houseparents who play a major role
in the rehabilitation of CICL have been neglected. With that, this research would like to give attention to the houseparents of Filipino CICL.

Given the nature of job and the profile of the clients of these houseparents, it can be deduced that they experience a lot of challenges in their work. Paramanandam (2013) pointed out that different people deal with life’s challenges differently. These challenges can either break them or mold them to become better houseparents to the CICL. Stoltz (1997) defined these challenges as adversity and the capacity of an individual to face these challenges as Adversity Quotient®.

In his book, Adversity Quotient: Turning Obstacles Into Opportunities, Stoltz (1997) said that AQ® can enhance the effectiveness of teams, relationships, families, organizations, communities, cultures, and societies. With this, it was deemed vital to enhance the level of AQ® of houseparents for them to be more equipped in facing the challenges or adversities that the nature of their work poses.

**Statement of the Problem**

This research aimed to explore the effects of Solution-Focused Brief Therapy in counseling houseparents of Children in Conflict with the Law (CICL). It aimed to answer the following specific questions:

1. What are the common concerns of the houseparents of Children in Conflict with the Law?
2. What are the coping strategies of houseparents of Children in Conflict with the Law?

3. Is there a significant difference in the Adversity Quotient® of the houseparents of Children in Conflict with the Law before and after undergoing Solution-Focused Brief Therapy?

**Significance of the Study**

This study explored the concerns of houseparents of Children in Conflict with the Law (CICL). It aimed to understand the training and counseling needs of the houseparents and enhance their adversity quotient through Solution-Focused Brief Therapy.

In the microsystem, it intended to help the houseparents have a better perspective of their concerns so that they would be able to recognize the positive side of their situations by focusing on possible solutions. With this, they would be able to perform a better job at being houseparents, and they would be able to prepare themselves for possible situations in the future.

In the mesosystem, this study could benefit the CICL as clients of the houseparents, the social workers who oversee the houseparents, counselors who could respond to the houseparents counseling needs, and the future researchers who would like to expand on the field of houseparent of CICL.
Ultimately, this study intended to benefit CICL by having a houseparent who can provide them better care and service. This would positively contribute to the therapeutic milieu and rehabilitative experience of the children in the institutions.

In addition, social workers as administrators and program developers of institutions for CICL would be guided by the result of this study in managing and supervising houseparents as contributors to the positive development and rehabilitation of the children. They would be able to include in their agenda certain training programs that would benefit houseparents in addressing their concerns based on Solution-Focused Brief Therapy.

This study could also help the counselors as the result of this study could guide them to properly address the needs of houseparents of CICL. They could structure training program or counseling framework that would respond to the concerns of the houseparents.

Lastly, this study would contribute to the body of knowledge concerning houseparents that may be used as reference for future studies as there are very limited studies pertaining to houseparents. Most of the studies are centered on the clients of houseparents such as CICL, orphans, and other persons with special needs. In few cases where houseparents are the subject of the study, they are usually houseparents of orphans or individuals with physical or mental special needs concerning their mental health or physical ability. Thus, this study would be a good addition to the limited
reference for houseparents, particularly houseparents of Children in Conflict with the Law. The future researches can refer to this study in their endeavor to expand the study on this topic.

In the macrosystem, the policy makers could consider the results of this study in drafting guidelines and policies in relation to the hiring of houseparents of CICL, particularly in their qualifications, required trainings, and benefits. This will ensure that the youth homes are managed and run by qualified and well-equipped houseparents who can guarantee the rehabilitation process of Children in Conflict with the Law.

**Scope and Delimitation**

This study focused on counseling eight houseparents of CICL using Solution-Focused Brief Therapy. It identified the common concerns and coping strategies of the houseparents and determined the level of their Adversity Quotient and how it was affected by SFBT.

Initially, the study started with three institutions and twenty houseparents, but it was reduced to two institutions with eight participating houseparents due to administrative concerns.
CHAPTER II
REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter provides related literature that will support the study on houseparents of Children in Conflict with the Law (CICL) in relation to Solution-Focused Brief Therapy. It also presents the conceptual framework and definition of terms that will guide the study.

Children In Conflict With the Law

In the convention on the rights of the child by the United Nations, a child is legally defined as a human being below the age of eighteen (http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx). It is acknowledged that at one point, majority of these children will have an encounter with the justice system because of criminal acts ranging from petty misdemeanors to grave offenses/violations. In this occurrence, these children are labeled as Children in Conflict with the Law or CICL.

Despite the negative situation of the child, he is still seen as a member of a family and community whose rights and responsibilities must be upheld. The UN Conventions on the Rights of the Child has provisions to protect the rights of CICL. Unlike before when crimes are punished equally regardless of age, the age and development stage of the offender are now given consideration
In the Philippines, Children in Conflict with the Law falls within the age range of nine to eighteen years of age based on the Revised Penal Code of the Philippines. Children below nine years old cannot be charged with criminal responsibility considering their psychosocial, emotional, and moral development (Research on the Situation of Children in Conflict with the Law in Selected Metro Manila Cities, 2004).

Children In Conflict With The Law And Child Development Theories (Developmental Stages)

Socially, Erikson’s Stages of Psychosocial Development categorizes Children in Conflict with the Law in latency stage (6-12 years old) and adolescence stage (12-18 years old). The younger group is characterized as having difficulty in achieving industry versus inferiority in the context of neighborhood and school. In this stage, the children are expected to learn socially acceptable skills for them to be competent in the society they belong to. To achieve this, children must be given encouragement, care, and acceptance in the midst of both successes and failures. The older group is confronted with identity versus role confusion as they look up to their peer groups and role models. In this stage, the children are expected to develop fidelity towards the society where one becomes a meaningful contributor to the society. Failure in both stages can mirror the situation of many Children in Conflict with the Law. For example a young child who experienced severe inferiority complex might not try to do
something positive in the belief that any effort he exerts will just lead to failure. Older children might develop fanaticism wherein a life of crime becomes their only way of survival, or experience repudiation wherein they can’t find their fit in the society and resolve to becoming bad instead of not knowing their identity (http://webspace.ship.edu/cgboer/Erikson.html).

Cognitively, Children in Conflict with the Law are in the concrete operational stage (7-11 years old) and formal operational (11 years old onwards) stages of Piaget’s Cognitive Development. Younger children develop a more operational way of thinking which is described as rational and mature. Their thought about concrete objects goes beyond the physical obvious state and they are able to formulate different scenarios under different circumstances. The older group moves from concrete to abstract ideas. They think in terms of possibilities when faced with problems (http://ehlt.flinders.edu.au/education/DLiT/2000/Piaget/stages.htm). They have the ability to mentally manipulate ideas, understand abstractions, and test assumptions (Olegario, 2007). In this stage, they are viewed as individuals with the ability to reason, make decisions, and make mistakes (De Asis, 1998).

The moral development of Children in Conflict with the Law is covered under the pre-conventional and conventional morality levels. The first level is more evident in children around nine years old while the second level is more common to adolescents. The stages of moral development are not confined within age, but it has stages wherein order follows. Each level has two stages. For the first stage, a child is
able to realize what is wrong through punishment. They try to avoid being punished, thus, obedience is produced in them. However, their contact with older people considered as authorities are not consistent. They begin to have a realization that different people have different standard of what is punishable in the second stage. From looking at the authorities at the first level, the child starts to look within him. In the third stage, the child seeks for approval in order to affirm his goodness. The fourth stage is a big leap as it considers obedience for social order, not just to please authority figures. Avoidance of guilt is the function of obedience (McLeod, 2011).

**Children In Conflict With The Law in the Philippines**

In the Philippines, it was reported that as of 2009 there were 11,000 Children in Conflict with the Law according to Juvenile Justice and Welfare Council (Rodriguez, 2014). These children are pushed into criminal activities by internal and external factors. Internal factors are those related to personal development of the child such as emotion, cognition, personality, and character. External factors are those related to the environment that influences social and cultural development of the child (The Rights of Children in Conflict with the Law, 2007).

Many of these children are from low-income family and poor environment that limits their opportunities for growth and development (Research on the Situation of Children in Conflict with the Law in Selected Metro Manila Cities, 2004). In Metro Manila, most of these children reside in Manila or Quezon City whose parents are part
of the service industry with low wages. Their education level ranges from elementary to second year high school. Majority of them are boys at the age of 17. They are commonly accused of crimes against property and persons, violation of ordinances and special laws, and drugs. The occurrence of crimes against persons is, however, low among girls (Research on the Situation of Children in Conflict with the Law in Selected Metro Manila Cities, 2004).

In a separate study sponsored by Save the Children-UK in Davao, Children in Conflict with the Law are also prevalently boys ages 11 to 15. Those who were put in jail are usually older offenders ranging from 16 to 17 years old. The cases involving girls are still relatively low. Similar to the situation in Manila, these children are mostly out-of-school youth from large low-income families. Many of these children became street dwellers because of poverty and neglect and abuse in the family. This kind of life made them vulnerable to criminal activities such as theft, robbery, and substance abuse. Curfew violation, one of the minor offences committed by CICL, is common while rape and murder are more on the serious spectrum, though relatively few, is rather alarming as it is picking up in statistics. (Ancheta-Templa, 2004)

**Houseparent**

In a study conducted by Jones, L., Landsverk, J., & Roberts, A. (2007), they differentiated houseparent and childcare worker as caregivers for youth residential care. In the houseparent model, live in care providers are expected to provide a
“family-like” environment. This is contrary to childcare worker model wherein childcare workers work in shift. Houseparent is named as such because they are expected to provide a substitute family to the residents where they can be nurtured and have that sense of acceptance, belonging, intimacy, and stability while they are away from their original family. Houseparents are seen as more fit to provide these because they can spend more time with the residents as defined by continuity. They can have longer and deeper exchange with the residents that allow them to know the residents better; thus, they can understand them and respond to them with immediacy.

The importance of the houseparents in children’s lives was emphasized as providers of substitute family for children who are isolated from the world due to being institutionalized. It was reported that many care leavers preserved their communication with houseparents after leaving the institutions, as they were generally satisfied with their relationship with their houseparents. However, such relationship was deterred when the children experience difficult relationship with their caregivers because of low moral levels of houseparents, indifference of caregivers, and lack of understanding by caregivers (Stepanova and Hackett, 2014).

Cousineau et al (2010) advocate that houseparent is a person with high marital satisfaction and a strong commitment to children developed from his experience in caring for them while applying his knowledge obtained in psychology courses. Given all these, he should also be able to appeal to people’s emotion when communicating
and not be afraid to try new things in order to build strong relationships with the people under his care.

The importance of the caregiver’s relationship with the residents is further demonstrated by Roeden (2010) when he explored the contributing factor to successful working relationship with caregivers from the point of view of clients with intellectual disabilities. He believed that positive treatment outcome is achievable with a good caregiver-client relationship. The clients prefer a reliable, empathic, and non-patronizing attitude support from their caregiver.

Marzick (2007) wrote that child abuse in foster care is very prevalent. He blamed the lack of social accountability due to misplaced priorities of government funding and too much work performed by social workers. He argued that if only foster homes have adequate funding and are properly staffed, foster children in child welfare agencies would be able to receive quality care.

Another of houseparents’ role in the life of the child involves decision-making that balances their custodial care of the child and the child’s autonomy. However, this role can be tainted by the close proximity of the child and the caregiver. Their length of contact allows for countertransference to occur wherein the judgment of the caregiver is clouded by dual roles of the caregiver as a friend or extended family member. This is just one of the many issues encountered by caregivers alongside the
level of their patience with children’s negative behavior and fatigue from long hours of work (Byrne and Sias, 2010).

In the article on quality care in residential placement for children and youth with developmental disabilities, McDondals et al (1993) stated that low morale, low pay, and high staff turnover are difficulties that may deter the effectiveness of direct care staff in providing residential services.

Reizer (2015) proved that caregiving has an adverse effect to a caregiver’s health due to non-adaptive orientation. He classified this non-adaptive caregiving orientation into two dimensions – hyper-activation and deactivation. Hyper-activation is characterized by over-involvement to the point of being insensitive. This often can lead to negative results causing the caregiver to doubt his self in his profession. On the other hand, deactivation is depicted as slacking and uninvolved causing others to doubt the caregiver’s responsibility in promoting the welfare of the residents. Both dimensions have given caregivers low life satisfaction that made them report low physical health on their self-assessment.

One of the challenges in working in residential communities is the risk of exposure to violence. Lundström, Saveman, Eisemann, & Åström, (2007) explored the prevalence of violence in group homes for persons with learning disabilities. According to the reports, young caregivers with short work experience are more at risk to violence exhibited by the residents. It was seen as due to their lack of experience in
managing difficult situations and critical behavior of the residents. Exposure to violence create negative emotions within the caregiver that affects his ability to adapt to stress causing burn-out and adversely affect his daily work. The caregiver is often hunted by fear, anxiety, antipathy, anger, guilt and shame. Some of it directed to the residents, some of it directed towards the self.

Clipotella (2011) emphasized the importance of significant relationships formed by Children in Conflict with the Law housed in residential communities. In this case, their relationship with their houseparents play an important role in their reconstruction of personal identity as they are being rehabilitated.

**Houseparents in the Philippines**

In the Philippines, houseparents are basically in charge of the Homelife Service of a youth home, which includes daily or group living experiences that allows the residents to experience family life environment. In addition, the houseparents are also responsible for the Non-formal and Remedial Education Service, Psychological Services, Health Service, Economic and Livelihood Services, Recreational Services, Spiritual Services, and Dietary Service which are all equally important in the rehabilitation of the CICL. Furthermore, some male houseparents also take the role of a security guard when there latter is not available (Pinlac, 1999).

Despite the weight of the tasks and responsibilities of houseparents, their qualification is rather inferior to what is expected of them. A highschool diploma is
the minimum qualification to become a houseparent (Cabilao, 1998). Most of these houseparents are not trained and skilled enough to meet the requirements of their functions. Because of this, many residents experience negative treatment from the houseparents who do not have the right attitude in delivering their functions (Pinlac, 1999).

In addition, the role performance of houseparents is negatively affected by overwhelming number of scheduled meetings, rules and regulations that the organization imposes, unsupportive superiors, misunderstanding among staff, fast turn-over of social workers, single post duty, organizational bureaucracy, availability of supplies, and absence of clinical instructors for OJT. Ultimately, the houseparents are conflicted in living their personal life as a child, spouse, and parent to their own families and performing their responsibilities as houseparents (Cometa, 2008).

**Coping Strategy**

As houseparents are faced with different factors that negatively affect them, it is important the they develop coping strategies that will enable them to face their day to day life full of challenges. LoBiondo-Wood (2008) defined coping as an active process that utilizes existing and new resources to reduce the impact of stress. It involves psychological or behavioral management strategies.

The coping strategies may be classified as facilitative coping and avoidance coping.
It was quoted in Psychology and Psychiatry Journal (2017) that “Facilitative coping was operationalized as processes whereby individuals seek social support, learn new skills, change behaviors to positively adapt, and find personal growth and acceptance.”

On the other hand, avoidance coping is characterized by doing tasks not related to the stressor to suppress stressful thoughts temporarily. The person avoids the negative situation by distracting himself through unrelated task that will navigate his thoughts and emotional response away from the stressor (Kao, 2013).

In his overview of depression among transgender women, Hoffman (2014) cited that facilitative coping strategy like using social report led to less depression.

Meanwhile, Sheehan, Hiscock, Massie, Jaffe, & Hay, (2014) conducted a study on caregiver coping, mental health and child problem behaviours in Cystic Fibrosis. It was reported that among 102 caregivers, those who used avoidant coping strategy such as self distraction, use of substance, and self blame have greater tendency to suffer from symptoms of depression, anxiety, and stress. Dealing with stress using external resources negatively affects the mental health of caregivers. The same findings were reported by Newhard (2014) in his study of the coping responses and mental health symptoms in incarcerated juvenile males.

On a positive note, avoidant coping strategy is associated with better adjustment among children with cancer (Aldridge, & Roesch, 2007). Also, an increase
in life satisfaction among college students who utilizes more avoidant coping strategies was reported. This was on the account that an increase in the use of avoidant coping strategies means less exposure from traumatic events (Edwards, 2016).

Caregivers of family member with mental retardation use avoidant coping strategy or emotion-focused coping. Also, their Adversity Quotient® is classified as campers wherein they show contentment and complacency, failing to explore the possibility of what a better situation. But still, they exert effort to do the things that needs to be done with enthusiasm and initiative. (Siyoto, Suhita, & Farzin, 2016).

**Adversity Quotient**

In his book, Adversity Quotient: Turning Obstacles Into Opportunities, Dr. Stoltz (1997) defined Adversity Quotient® as the measure of how one responds to adversity. Specifically, it tells of how well a person can withstand adversity and his ability to surmount it; predicts who will overcome adversity and who will be crushed; predicts who will exceed expectation of their performance and potential and who will fall short; and predicts who gives up and who prevails.

A person’s AQ is the totality of his CORE dimensions. CORE stands for Control, Origin and Ownership, Reach, and Endurance. Control speaks of empowerment and influence. It is one’s perception of how much control he has over a negative situation. Even when the situation is beyond the person’s control, he can still always control how he responds. Origin and Ownership examines the person’s role in
the origin of the problem and the direction of its outcome. There must be a balance in acknowledging the person’s part on the problem for personal development and accountability. With ownership comes the person’s responsibility to take action to improve the situation. Reach measures how much the adversity or situation affects a person’s life. It tells of how well a person can carry a certain life situation without transcending into the other areas of his life. Endurance is the measure of time. It talks of how long a person allows himself to suffer in an adverse situation. It is important to note that an adversity may have been long over, but the person still dwells on its effects.

Parents are said to have average Adversity Quotient®. It means that they can perform their task with patience. In dealing with problematic situations in the family, they view it as something temporary and bound to end. They are capable of overcoming difficulties and challenges. This was the finding in the study of Solis, D.B., & Lopez, E. R. (2015) when they studied the stress level and adversity quotient of 25 single working mothers. Patdo, Mariano, & Gonzales, (2011) also surveyed 90 parents and found that parents of ‘normal’ children have average AQ® while parents of children with special needs have low AQ®. They also found out that the number of children in a family has a significant effect on the level of AQ® of parents.

In the study conducted by Daloos (2015), she surveyed 74 helping professionals in terms of their emotional intelligence and adversity quotient. It was found out that these helping professionals have a rather high Emotional Intelligence,
but they are lacking in terms of Adversity Quotient. The low level of AQ was attributed to the stressful nature of their job as a helping professional having to deal with clients who have different issues and concerns and to the burn-out brought about by the high demands of their work that takes toll on their physical and emotional well-being http://www.peaklearning.com/documents/PEAK_GRI_daloos.pdf.

In another study by Paramanandam (2013), 55 textile industry managers participated on the relationship between Adversity Quotient and Job Satisfaction. The findings show that there is a significant correlation between Adversity Quotient and Job Satisfaction. In the same manner, there is also a significant relationship between adversity quotient and performance ratings as revealed in the study of 102 middle managers of the different departments of the city of Manila (Capones, 2004) http://www.peaklearning.com/documents/PEAK_GRI_capones.pdf.

In the list of studies which utilized the AQ submitted to www.peaklearning.com, no studies on the Adversity Quotient of houseparents has been conducted. Hence, this study is indeed relevant.

Solution-Focused Brief Therapy

Problems are inevitable. They are signs that people are alive, breathing, and struggling. But, it does not mean that they should just accept them and let them control their lives. People are active human beings with the ability to do something about their situation and solve their problem.
Contrary to the popular notion that the root cause of the problem must be identified and dealt with in order to solve the problem, instead of looking back, the solution-focused therapy, encourages people to look forward.

Solution-Focused Brief Therapy is a distinct counseling approached developed by Steve de Shazer and Insoo Kim Berg in 1980s based on the short-term models of counseling as a practical approach in response to the people’s needs and financial capacity. It is anchored in the philosophy of social constructivism, which believes that people actively construct their realities through their daily experience of the world around them. It is also heavily influenced by Erickson who argued that people could make their lives satisfactory without uncovering the past with the aid of their own abilities and strengths (Kottler and Shepard, 2008).

Solution-Focused Brief Therapy gives high regard to a person’s role in solving his own problem. When a person goes for counseling, the counselor acknowledges the person’s strength. That person has used this strength to cope with his present problem even before the counseling starts. This strength can be further enhanced for the person to move beyond the problem. Solution-focused therapy is not about the why of the problem but on what could be done to change the situation (Corey, 2009).

There are problems that are beyond people’s control. This is the kind that paralyzes people and gets them stuck going round and round in circles. Sometimes the
solution doesn’t have anything to do with the problem. The focus is on creating change and sometimes looking for exceptions. (Archer & McCarthy, 2007)

It is important to note that problems are not present all the time, thus, we have exceptions. To be more specific, these are the times when problems do not affect a person’s life. SFBT encourages the use of exception in activating a person’s resources and strengths, which will then lead to finding solution to problems. It is supported by the study conducted by Wehr (2010) wherein he explored the phenomenology of exception and found that it enhanced positive mood and self-confidence of the clients in dealing with their problems in contrast to thinking about the problem which prompted the person to dwell more on the memories of the problem and resulted to negative emotion.

The Scaling Question is a very useful tool that a counselor asks the client to evaluate his/her present situation. Not only does it allow the client to have a general understanding of his situation, but rather encourages the client to think of ways to move one step higher in the ladder scale. This then becomes another way for the client to move towards the solution of the problem. (Strong, Pyle, & Sutherland, 2009).

Scaling questions can also be used to monitor the progress of the client. It is encouraged to use scaling questions in every session as it helps the counselor to know what works and what does not work in the counseling session. As per the principle of SFBT, people should do more of what works and avoid doing things that do not
contribute to the solution of the problem. It also helps in monitoring the progress of the client and allows the client to take more control of his actions towards improving his situation until his problems are solved (Beyebach, 2014).

Miracle question is a strategy used by SFBT practitioners that helps the client think about their goals. They are usually asked: “what will be happening the next day if one night that you are sleeping a miracle happened and your problem is solved?” The counselor will probe the client about the evidence of the miracle, the changes that the client will experience – the client will be doing differently – when the miracle happens. These will then be the goal of counseling (Fulthorp, 2015).

Another noteworthy aspect of solution-focused therapy is language. Solution-focused therapists are inclined to use positive language as they build on the person’s strength and resources. In a study conducted by Jordan, Froerer, and Bavelas (2013), it shows that the therapist’s language has an effect on the client’s talk. The participants in their study responded overwhelmingly positive on the positive utterances of the therapists. This is further supported by Gassman and Grawe (2006) in their claim that successful counseling outcomes are a result of giving focus on the person’s healthy characteristics.

Solution-Focused Brief Therapy is growing in popularity as it is being used in different fields. It was recently used in the area of sports psychology. A group of amateur football player on the losing streak underwent several sessions of SFBT. It
did not discuss much of the result but it gave a clear picture on how to conduct SFBT sessions (McCormick, 2014).

In a study conducted by Reddy et al. (2015), it supports that SFBT can be practiced in persons with moderate depression. In the case study of an adolescent girl experiencing chronic sadness, lack of motivation in studies causing poor academic performance, easily irritated and angered, crying and feeling guilty for no absolute reason, insomnia, drastic weight loss, concentration problems, and low self worth, significant improvement was reported from her score in Hamilton Depression Rating Scale (HAM-D) after undergoing SFBT.

SFBT has also been effective in helping professionals in the helping profession improve their communication skills. The study conducted by Bowles & Tom (2001) showed that the effect of SFBT extends to the people around the direct recipient of the therapy. In this case, patients were able to experience better interaction with nurses who were trained with SFBT skills. It was reported that the nurses were able to participate more in the care of their patients because they feel empowered and equipped with techniques for therapeutic conversation, which spared them from getting emotional burden from conversations with sick patients.

In SFBT, it is not just about the receiving end. Being trained as the service provider also has positive effect on the helping professional as seen in the study of Hosany & Lowe (2007). After a two-day SFT training of 36 nurses dealing with acute
psychiatric in-patients, they reported using SFT techniques more in their one on one session which they can better structure/plan because they believe that they have attained valuable skills that help them emphasize the patient’s strength and potential to solve their own problems.

In a school setting, the effectiveness of SFBT was showcased in the study conducted by Franklin, et al (2008) when she provided an average of five sessions of SFBT to 67 children who were identified to have behavior problems in the classroom. After the intervention, there were improvements in internalizing and externalizing behavior problems of the children making their previous clinical score in the Child Behavior Checklist become non-clinical. A purposeful intervention, despite its brevity, could make positive impact on students’ learning by addressing classroom-related behavior problems.

The concepts attributed to Solution Focused Brief therapy are also beneficial in helping people control their weight. This was supported by Dolan (1997) in her personal case example of weight loss monitored for five months.

**Synthesis**

There are countless studies on Children in Conflict with the Law as many people are concerned about their welfare and rehabilitation, but not much attention is given to their houseparents who serve as their primary caregiver while in rehabilitation centers.
The term “houseparent” is vaguely defined and shifting depending on the clients and facilities being catered; the same is true for their roles and qualifications. A houseparent can be employed in a nursing home for elderly, and so his role and qualifications must fit the needs of the elderly in that institution. A houseparent in a boarding school, orphanage, and facilities for children with special needs must adapt his roles to the needs of the people he serves.

There are some studies conducted on houseparents, but not much give enough attention to the houseparents working with Children in Conflict with the Law.

**Conceptual Framework**

Figure 1 presents the conceptual framework of this study. It shows a one-group pre-test/post-test design.

*Figure 1.*

*Conceptual Framework*

![Conceptual Framework Diagram]

- **Solution-Focused Brief Therapy**
- **Houseparents of CICL**
  - Adversity Quotient
  - Concerns
  - Coping Strategies
- **Improved AQ of Houseparents of CICL**
At the beginning, the level of AQ of the houseparents was measured using AQ Profile®. Their concerns were identified and their coping strategies were strengthened as they underwent five sessions of Solution-Focused Brief Therapy for their intervention. The outcome of the research aims to increase the level of the adversity quotient of the houseparents, which were measured to better equip them with the demands of their roles as houseparents of CICL.

Definition of Terms

Avoidant Coping Strategies – are activities that the houseparents employ to alleviate their stress without confronting the stressor.

Bio-PsycoSocial Concerns – are concerns raised by the houseparents which could affect their health, mood, and family.

Child/Children – refers to the CICL cared for by the houseparent

Children in Conflict with the Law (CICL) – children who committed crime when they were 15 to 18 years and are currently being rehabilitated in a youth home.

Client – refers to the CICL cared for by the houseparent.

Employment and Skills Development Concerns – are concerns raised by the houseparents which are related to their job specifically, the welfare of the CICL,
their relationship with the CICL, their need for training, their workload, and personal risks that come with their job as houseparents.

Equipment and Facility Concerns – are material/tangible things that are used or needed in the youth home

Facilitative Coping Skills – are activities that the houseparents employ to alleviate their stress while confronting the stressor

Houseparent– a staff in youth homes hired to implement the Homelife Services in the youth home that will facilitate a family-like or home-like environment for the CICL while detained in youth home.

Patient – Clients or CICL that are hospitalized whom the houseparent must care for in the hospital.

Solution-Focused Brief Therapy (SFBT) – refers to the intervention that will be used in this study. It is a future-oriented intervention that aims to help the houseparents identify and reinforce their strengths in order to help them with their concerns.

Session – an hour-long meeting to be conducted once a week for the counselor and the client to apply intervention
Youth Home – a facility/center where children who committed crimes are being rehabilitated to be able to reintegrate
CHAPTER III
METHODOLOGY

This chapter presents the research design that supports the study. It also
discusses how the study was conducted. It details the research locale, the research
participants, the phases of data gathering, the research instruments, as well as the
method of data analysis.

Research Design

This study employed a quantitative-qualitative research design. This study
examined the effect of Solution-Focused Brief Therapy in the Adversity Quotient® of
houseparents of CICL.

The quantitative aspect utilized a single group pre-treatment and post-treatment
measure employing Wilcoxon Signed-Rank Test to gauge the effectiveness of the
counseling intervention. Also, descriptive statistics were measured; frequencies,
percentages, means, and standard deviation were identified.

For the qualitative aspect, this study explored the counseling needs of the
houseparents through the concerns they presented in the counseling sessions. In
addition, the coping strategies that they used to deal with their concerns and daily life
as houseparents were identified. The counseling sessions were used as case studies to
establish the counseling and guidance needs of the houseparents.
The Solution-Focused Brief Therapy as intervention is the independent variable of this study while the Adversity Quotient® of the houseparents of CICL serves as the dependent variable.

Research Participants

The study was conducted in Marikina Youth Home and Pasay Youth Home with four participating houseparents, who completed the intervention, from each institution.

From a pool of 20 houseparents from three youth homes, only 8 houseparents from two youth homes were able to successfully complete the study.

The table below shows the demographic profile of the eight houseparents selected through purposive sampling.

Table 1

Demographics of the Participants

<table>
<thead>
<tr>
<th>Houseparent</th>
<th>Age</th>
<th>Gender</th>
<th>Civil Status</th>
<th>Education</th>
<th>Employment Status</th>
<th>Years In Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>HP1</td>
<td>59</td>
<td>Female</td>
<td>Married</td>
<td>HS Grad.</td>
<td>Regular</td>
<td>17</td>
</tr>
<tr>
<td>HP2</td>
<td>54</td>
<td>Male</td>
<td>Married</td>
<td>HS Grad.</td>
<td>Consultant</td>
<td>2</td>
</tr>
<tr>
<td>HP3</td>
<td>31</td>
<td>Male</td>
<td>Single</td>
<td>College Level</td>
<td>Volunteer</td>
<td>1</td>
</tr>
<tr>
<td>HP4</td>
<td>59</td>
<td>Male</td>
<td>Married</td>
<td>HS Grad.</td>
<td>Regular</td>
<td>15</td>
</tr>
<tr>
<td>HP5</td>
<td>38</td>
<td>Male</td>
<td>Married</td>
<td>College Level</td>
<td>Casual</td>
<td>3</td>
</tr>
<tr>
<td>HP6</td>
<td>36</td>
<td>Male</td>
<td>Single</td>
<td>College Level</td>
<td>Casual</td>
<td>2</td>
</tr>
<tr>
<td>HP7</td>
<td>48</td>
<td>Male</td>
<td>Married</td>
<td>Vocational</td>
<td>Regular</td>
<td>10</td>
</tr>
<tr>
<td>HP8</td>
<td>56</td>
<td>Male</td>
<td>Single</td>
<td>College Level</td>
<td>Casual</td>
<td>3</td>
</tr>
<tr>
<td>Mean</td>
<td>48</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>
One out of the eight houseparents is female and majority of them is married. Only three houseparents are still single. The average age of the houseparents is 48, with the oldest at 59 and the youngest at 31. On their highest educational attainment, three finished their high school; one completed a vocational course, and four got into college but did not graduate. As for their employment, three are regular; three are casual; one is consultant; and one volunteer. It can be observed that the three regular houseparents are the ones with the longest years in service for about a decade or more. The average number of years in service is seven with 17 as the longest and 1 as the shortest.

Research Instrument

Two instruments were utilized in this study. The first one is the Intake Form (see Appendix G), which was used to know the demographic profile of the houseparents such as age, gender, civil status, educational attainment, employment type, and years in service. The intake form also allowed the participants to share their reason for being a houseparent and express any concerns that might be helpful in the counseling session. This was used during the beginning phase and serves as a form of rapport building to the respondents.

The second is the AQ Profile® was a pretest/posttest instrument answered by the houseparents to examine if there were any changes in the level of the Adversity Quotient® of the houseparents after the intervention.
The latest online AQ Profile® (9.1) created by Dr. Paul G. Stoltz was utilized in this study. It is the latest version, which is tagged as the most robust instrument for measuring one’s capacity to respond to adversity and different challenges in life based on more than 1,500 studies conducted in 35 years (http://www.peaklearning.com/about_aq-profile.php).

It is an oppositional, scale-based, force-choiced questionnaire. It has fourteen situations each followed by four questions with 10-point response scale that measures the persons CORE, which is computed for AQ® with a reliability of 0.91 (http://www.peaklearning.com/about_aq-profile_technical-data_stats.php).

The highest possible score for each dimension is 50 while the lowest is 10. For the overall AQ®, 200 is the highest possible score while 40 is the lowest. The mean score is computed based on 1,743 people who have taken the AQ Profile® all over the world.

**Solution-Focused Brief Therapy Methods**

The following were the phases involved in SFBT.

**Pre-Session.** The researcher introduced the study to the houseparents and discussed its purpose. Afterwards, they were asked to sign a consent form (See Appendix F). Adversity Quotient® was briefly explained to the houseparents before they answered the online AQ Profile® with the researcher’s assistance because of the
technical requirement of the online test. In preparation for the counseling session, they were asked to fill up the Intake Form. This time was also used as an opportunity to build rapport with the houseparents. The houseparents were cooperative as the study was consented by the administration of the youth home but reluctance was noticed by the researcher as seven out of eight houseparents do not have any counseling experience. They were anxious of what will transpire in the sessions and they were worried that they might not be able to answer the questions that the researcher may ask. However, they were assured that the counseling is only about their experience and that there is no right or wrong answer.

**Goal Setting.** To further establish rapport with the houseparents, related questions about their work experiences were asked through ‘pakikipagkwentuhan method’. At the end of this session, the houseparents were asked for their goal or hope to achieve for the counseling sessions. The houseparents had difficulty identifying their goals. It may be due to their lack of counseling experience and their hesitance. To further elaborate the goal, they were asked how would they know if the counseling was beneficial to them and what would their co-workers and/or clients notice in them that would tell them that the counseling was helpful. Their common answer was related to their emotion; they said that they would feel better, lighter, and happier.

**Miracle Question & Scaling Question.** The researcher informed the houseparents that strange questions will be asked which might be difficult to answer, but they were encouraged to use their imagination to answer the miracle question. This
was to give details to the goal that they want to achieve in the counseling session. The
houseparents had difficulty answering the miracle question. For some of them, it was
surreal. With constant probing, they managed to give an answer, though some are very
unlikely. They were asked if they have experienced at least a part of the miracle
before. The second key question is their level on a 10-point scale in terms of their
relationship with the CICL and their working environment. They were also asked for
the things that they would be doing when they were a point higher in the scale. As for
their assigned task, they were asked to practice the things that they have identified that
they would do when the miracle happens.

Reinforcement. Based from the previous session, the houseparents were asked
to describe better things that happened since the last session. Details from these
situations were elicited and reinforced. They were encouraged to look more into their
behavior and situation when they are again one point higher on the scale. In addition,
they were asked to identify possible situations that could hinder their progress and
what could they do to prevent them from falling into the minefield. As for their
assigned task, they were asked to observe the things that they could do to move farther
up on the scale.

Termination. In this final session, the previous sessions were summarized and
the identified and developed strengths of the houseparents were highlighted. Some of
the houseparents experienced regression because of incidents that arose in the
institution days prior to the termination. The houseparents were asked to evaluate their
counseling experience and their willingness to undergo another counseling session. Lastly, they answered the online AQ Profile® for their posttest.

**Data Gathering Procedure**

The researcher identified the different Youth Homes within Metro Manila that cater to Children in Conflict with the Law. Formal letters of request were sent to DSWD offices in charge of Molave Youth Home, Manila Youth Reception Center (MYRC), Marikina Youth Home, and Pasay Youth Home. It took about a month to secure the approval of MYRC, Marikina Youth Home, and Pasay Youth Home with Molave Youth Home declining due to the number of ongoing studies being conducted in their center.

Simultaneously, the permission of Dr. Paul Stoltz at Peak Learning Inc. California was sought to use the Adversity Response Profile (ARP) which was upgraded to AQ Profile® (9.1) upon approval. Constant email communications were exchanged with Peak Learning Team throughout the completion of this study.

The researcher met with the houseparents for five weeks in the span of two months, depending on the availability of the houseparents. Each counseling session lasted for an average of 60 minutes.

During the pretest and posttest, the researcher had to bring laptop and wireless Internet connection to facilitate the online AQ Profile®.
In the early part of the data gathering process, MYRC put the study on hold due to administrative concerns. Failure to get positive response prompted the researcher to continue the study with Marikina Youth Home and Pasay Youth Home only.

**Data Analysis Procedure**

Descriptive and inferential statistical analysis were conducted for the qualitative and quantitative aspect of this research. Frequency distribution was utilized for the concerns and coping strategies of the houseparents in consideration of the small sample size. For the analysis of the AQ Profile®, Wilcoxon Signed Rank Test was employed.

From the transcript of the counseling sessions, the concerns of the houseparents and the coping strategies they employed in their daily life were identified. The responses were tabulated and grouped based on commonality. Descriptive statistical analysis was conducted to strengthen the quantitative aspect of the study. Frequencies of the identified concerns and coping strategies were tabulated.

To measure if Solution-Focused Brief Therapy has a significant effect in the AQ® of the houseparents, Wilcoxon Signed Rank Test was used for statistical analysis. It was used to analyze the mean difference of the pretest and posttest scores of the AQ® of the houseparents before and after the counseling intervention.
The qualitative and quantitative results were integrated. Excerpts from the counseling session were cited to contextualize the findings.
CHAPTER IV
PRESENTATION AND ANALYSIS OF DATA

This chapter presents the findings and analysis according to the specific problems stated in Chapter 1, which were gathered through case studies of eight houseparents of Children in Conflict with the Law who participated in Solution Focused Brief Therapy and their pretest-postest scores in the online AQ® Profile.

Research Question 1: What are the common concerns of the houseparents of CICL?

The common concerns of the houseparents of Children in Conflict with the Law are classified into the following: professional and skills development, bio-psychosocial, employment, and equipment and facility.

The table below shows the concerns of the houseparents, which emerged during the counseling sessions. The identified concerns were analyzed for common themes and were grouped into four categories.

Table 2

<table>
<thead>
<tr>
<th>Tabulation of Concerns of the Houseparents of CICL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concerns</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Professional Skills and Development</td>
</tr>
<tr>
<td>Bio-PsychoSocial Concern</td>
</tr>
<tr>
<td>Employment</td>
</tr>
<tr>
<td>Equipment and Facility</td>
</tr>
</tbody>
</table>
Professional and Skills Development

Eight out of eight houseparents expressed their concern on professional and skills development. This includes the welfare of the CICL, the relationship of the houseparent to the CICL, the need of houseparents for training, workload, and personal risks encountered by the houseparents in their profession.

Welfare of the CICL

The same with parents in the family, the houseparents expressed their concern in the welfare of the children – children’s health and behavior, how to understand them, how to discipline them, and taking care of them when they are hospitalized. This was emphasized by Houseparent2 as he said, “Bilang houseparent, concern ang mga bata, alagaan yung mga bata, ma-guide sila sa magandang asal (dahil) parang anak mo na rin yan.” (As a houseparent, my concern are the children, take care of them and guide them towards good behavior because they are like your own children).

On the welfare of the children, Houseparent4 added concerns on the health of the children, “Concern namin ang kalusugan ng mga bata, ang kanilang pag-uugali, kung paano ang pakikitungo nila lalo na kung may bisita. Yun pa yung health ng mga bata, minsan kasi hindi rin nasusunod yung dapat na ibigay na gamot. Alam mo naman sa gobyerno... Minsan pag walang office, hindi agad natutugunan yung tamang gamot.” (Our concerns are the children’s health, their attitude, and how they behave especially when there are visitors. Regarding the childrens health, sometimes, they are
not given proper medicine. You know how it works in the government... Sometimes, when there is no office, we can’t provide them the right medicine). Houseparent5 also shared his concern for the health of the children especially considering the kind of weather we have. He said, “Pagka mainit, parati ko silang inuutusang maligo. Isa-isa. Minsan sabay-sabay naman sila maligo para kasi sa sobrang init maapektuhan yung kalusugan nila...yung heat stroke at kati-kati.” (When it is hot, I always tell them to take a bath. One by one. Sometimes they take a bath altogether because their health can be affected when it is so hot – they might have heat stroke and skin itch). On the other hand, Houseparent6 focused his concern on the mood of the children, “Ayokong nabuburyong sila. Gusto ko kahit nandito sila, kahit may kaso sila, gusto ko na-e-enjoy pa rin nila ang pagiging bata nila.” (I don’t like that they get bored. I want them to enjoy their childhood even if they are in here, even if they have a case).

Their concern for the welfare of the child includes the length of stay of the child in the youth home as it affects the child’s behavior. Children who committed minor misdemeanor such as violation of curfew don’t need to be detained in the youth home for a long time. Keeping them in the youth home for a long time is an added responsibility for the houseparents as they are addition to the number of children that the houseparents need to look after. In addition, these children tend to misbehave even more to get the attention of the adults. It’s the children’s way of saying that their case must be given attention because they should be released already. Houseparent5 shared, “Ang main concern lang talaga dito, yung mga bata na hindi naman dapat
magtagal. Halimbawa, sabihin na natin na curfew. Ang curfew dyan dapat at least 24 hours lang. Minsan tumagagal dahil din siguro hindi nakikipag-cooperate ang mga magulang, so yun ang magiging concern naming mga houseparent. Ang batang yon ay curfew this time, so kung ang magulang ay hindi nakikipag-cooperate o walang pakialam sa bata, may mga nakita na kaming ganyang pangyayari na dating curfew, pagdating ng araw naging CICL na dahil nga hindi, although hindi naman natin alam ang buhay nila, pero sa tingin namin, pagkukulang ng ibang magulang, which is, naaapektuhan naman din dito dahil napupuno tayo dito, e. Tulad na lang ng kasong ng bata na pwede namang nasa labas na pero nandito pa sa loob. Social worker ang may hawak, alam natin...may mga bata na pwede na sila sa labas tapos na yung kasong...pero pagtagal-tagal, sa imbis na ma-rehabilitate, natututo pa ng kalokohan, sa dami ba naman. “(The main concern here are the children, those who do not have to stay here for long. For example, the case is curfew. Curfew cases should only be kept for 24 hours. But sometimes, they are kept longer because the parents do not cooperate. That will be of concern to us houseparents. That child is curfew this time, but if the parents do not cooperate or do not show concern, we have witnessed something like this that a child started with curfew case but ended up being a CICL. Although we do not know their life story, we think it's the shortcoming of the parents, which affects the youth home because we become congested).
Workload

Also, the number of the children in the youth home affects their workload. If the children are released, it’s a relief for them. Houseparent3 shared, “Sana mas mapabilis ang proseso ng case ng mga bata para hindi na sila tumatagal dito, para hindi na nagkakaroon ng bulilyaso kasi mas tatagal ang bakasyon nila dito. Mas magaan sa amin yon, konti na lang din yung aalagaan namin. Sana mapabilis ang case ng mga bata. Yung mga dapat palayain, palayain na yung mga walang kaso para walang magiging problema. Kasi nagkakaroon ng plano yan. May gagawin yan para, yung mga dapat na hindi na madamay sa mga planong nagagawa ng mga wala ng kaso kasi nabuburyong yung bata dito, ‘Wala na akong case. Dismiss na ako. Bakit ayaw pa akong palabasin?’ Parang gagagawa na lang sila ng hakbang para pansinin sila.” (I hope that the processing of the children’s case will be fast-tracked so that they will not be bungled because their vacation here will be longer. It will be easier for us, there will be fewer children for us to take care of. I hope their case will be fast-tracked. Those who should be released, release those whose case are already finished to avoid more problems. Because they conceive a plan. They will do something and some children are implicated by the plan of those who do not have a case anymore because they are bored. They are thinking, ‘My case is finished. I’m already dismissed. Why am I still here?’ They will just do something to get attention). Their workload is significantly affected by the number of children in the youth home as they are responding to different needs and demands simultaneously. It is important to note
that in some youth home, only one houseparent is on duty in one shift. Houseparent2 shared, “Haggard kapag mayroong activities, kasabay yung hearing, may lalabas, may magsasampay kasi hawak mo lahat ng susi. Yung sabay-sabay, minsan may darating na bisita, may paabot. Nagsusulat ka sa logbook, iistorbohin ka... Alam mo ang houseparent, napakahirap na trabaho. Mahirap mag-alaga ng napakaraming bata... Yung umunti yung aalagaan, malaking ginhawa yon kasi nabawasan ng kaunti ang trabahong ibinigay sayo, iniatang sayo. Kumbaga, kumonti lang yung responsibilidad mo sa trabaho. Pinakamahirap sa lahat yung magbantay ka sa ospital. Naranasan namin na kailangang magbantay doon, i-in ka lang dito tapos tatakbo ka na doon para bantayan yung pasyente ng otso oras doon. Hihintayin mo yung kapalit mong houseparent.” (It is taxing if there are activities coinciding with the hearing, and then simultaneously, someone will go out, someone will hung clothes. You’re holding all the keys. It’s happening all at the same time, sometimes there will be visitors, sometimes there are handed goods. When you are writing in the logbook, that’s the time they will disturb you… You know, being a houseparent is a difficult job. It’s very hard to take care of so many children… It’s a great relief if we have fewer children to look after because the task that was given to you becomes fewer and your responsibility in the job becomes lighter. The most difficult part of the job is to guard in the hospital. We’ve experienced that after logging in here, we had to rush over to watch over the patient in the hospital for eight hours . You will wait for the next houseparent).
One of the most difficult aspect of their profession is when they have incidents wherein a client escapes from the youth home. Though there are security guards on duty, full responsibility is shouldered by the houseparents. Houseparent4 shared, “Ang mga guard, hindi naman nila iniintindi. Kasi kapag maingay, may pupunta dito. Ang burden ng mga bata nasa houseparent lahat. Fifty na sila. Ang mabigat kapag nagkaroon ng tumakas ang bata. Sa amin lahat ang bigat, gravity ng pagtakas ng bata. Yung security guard parang hindi na sila natatakot maparusahan. Ang nangyayari sa kanila, inilipat lang sila ng assignment nila. Pero kami, ang dami naming aabuting sermon. Tatakutin pa kami kung saan-saan kami ilalagay. Pagkasinabling, ‘Permanent ka ba? Kung permanent ka, hindi kita pwedeng tanggaling pero ililipat kita.’ Kung casual ka, kawawa ka. Baka matanggal ka. Dapat talaga ang primary concern nila yung mga bata. Ang nangyayari kasi, minsan, wala silang pakialam kung makatakas. Sabi nga namin, dapat mabigat ang parusa sa kanila para magpursige sila magbantay. Sa amin mabigat kaya yon ang concern – safety ng mga bata, safety namin. Ang bigat ng parusa namin kapag kami ay natatakasan.” (The guards, they do not care. When the children are noisy, someone will come here. All burden falls on the houseparent. They are already fifty here. What’s more is when a child escapes. It all falls on us, the gravity of their escape. The security guards, they are not afraid to get punished. They are just transferred to a different assignment. Byt for us, we have to face a lot of reprimanding. They wil even threaten us to be deported to other areas. They will ask us if we are permanent. If you’re permanent, they cannot fire you, but they can transfer you to another post. You’re pitiable if you’re a casual
employee. You can get fired. The children should be their primary concern. What happens is, sometimes, they do not care if the child escapes. Their punishment should be severe so that they would take their job more seriously. For us, our punishment is severe that’s why we are concerned for the children’s safety, for our safety. Our punishment is severe if a child escapes on our watch).

Aside from workload concern involving the security guards, the houseparents also affect each other with their difference in parenting style. Houseparent5 shared, “yun ang nakakastress, yun bang nagpupumilit kang gumawa ng maayos pero ang aabutan mo ay sira na, kumbaga aayusin mo pa...hindi ka naman makapagcomment sa ginawa nila. Pipilitin mo na lang na aayusin mo sa sarili mong paraan. Hihintayin mo pa silang makaalis. Minsan naman, dahil nga minsan,hindi kayo pare-pareho, sana pare-pareho dahil mayroong tinatawag na standard, kung minsan, minsan kasi pabaya yung iba. Ang nangyayari yung ibang bata nagkakaroon sila ng lakas ng loob kasi parang hindi mo na sila masuweto...bilang bantay halimbawa pinaghawalan mo silang magTV wala silang magagawa pero babawian ka nila, magiging kalaban mo na yan sila, magpapasaway sila sayo, hindi sila susunod kapag may sasabihin ka, di ba para ka ng may kaaway, hindi ka na nagtatrabaho, may kaaway ka na, parang nakakastress ba dahil sa kapabayaan ng iba. Pero kung aapak lang sana tayo doon sa tamang tuntunan kumbaga sa tamang dapat mong kalagyan maging standard ibig sabihin maging uniform kayo, uniform ang kilos nyo. Ang bawal sa akin, bawal sayo, bawal sa kanila. Ang pwede sayo, pwede sa akin, pwede sa kanila. Bawas stress dahil
hindi nga kanya-kanya” (That is very stressful when you are trying your best to do your job but what you will find when you arrive here is already disastrous that you still have to fix… You cannot comment on what the houseparent before you did. You’ll just try to fix it on your own way, but you still have to wait for the previous houseparent to leave because you have different styles. I hope we have the same standard, but sometimes the others are lax. This gives the children the guts to misbehave making it hard for other houseparent to discipline them… As their houseparent, for example, you forbid them to watch TV, they cannot do anything about it, but they will take their revenge on you. They will be your enemy. They will be stubborn. They will not heed your words. It’s like you have an enemy already. You’re no longer working; you have an enemy. The negligence of others is very stressful. If only we’ll step on the right position, be standard, be uniform in action… What I forbid, you will forbid, and the others will forbid. What’s acceptable for me is acceptable for you and acceptable for others. It would be less stressful because we won’t have our own different standards).

In addition to releasing of children from the youth home, the houseparents are also burdened with the admission of CICL in the youth home. Houseparent8 narrated, “Yung barangay ang nagtu-turnover. Yung protocol na hinahanap namin, minsan hindi nila gagawin yon. Yung barangay dadampot ng bata, dadalhin dito walang medical, walang birth certificate, minsan, ‘hindi, nandito na e, dala ko na’ syempre protocol. Ang bilin sa amin, pag wala yung protocol, wag kang magre-
receive ng bata. Para sa safety din. Pag nagka problema ka, may papeles. Sa
government service, black and white. Pag ni-receive mo yung bata, walang papeles at
nadisgrasya, dito bukol sa ulo ng DSWD.” (The barangay turns over CICL. Sometimes,
they do not comply with the required protocol. The barangay will pick up a CICL and
bring here without medical, without birth certificate. Sometimes, they would just say,
‘(the CICL) is already here, I brought him here already.’ Our instruction is not to
receive a child if the protocol is not observed. For safety purposes, there’ll be
supporting documents if a problem arises. In the government services, it should
always be on black and white. If you receive a child without proper documentation,
DSWD will be liable). In some cases, CICL who are admitted in the youth home are no
longer minors but are detained in youth homes because they were minors during the
time that they committed the crime. This becomes burdensome for the houseparents as
older CICL have negative influence on the younger CICL. Houseparent5 narrated,
“Meron kasing mangilan-ngilan na hindi naman talaga palagi pero may mangilan-
ngilan na nakarating dito na nanggaling na sa taas, ibig kong sabihin sa city jail,
kulungan ng matatanda. Galing na sila don, dinala sila dito dahil minor yung case
nila. Na-commit nila yung crime nila nung minor so dadalhin dito, which is,
nakaranas na sila ng ibang ambience doon, dinadala nila dito tapos tinuturuan nila
yung mga bata ng kung anu-ano na nagiging hadlang sa mga bata para matuto ng
respeto, kumbaga yung respeto nababawasan. Tulad sa amin, sa mga bantay, alam
naman natin na ang DSWD sumusunod lang sa batas, so ang unang-unang batas,
never never mong pwedeng kantiin ang mga bata kahit na ano pang kasalanan nyan.
Yun ang isa sa mga tinuturo nung mga galing sa taas, ‘kahit bastusin mo yan, hindi ka pwedeng saktan nyan.’ Kaya yung mga ibang bata na medyo may lakas ng loob, natututong sumagot, natututong mambastos. (It’s not frequent but there are instances when a client has already been in the city jail, prisoner for adults. They have been there but they were brought here because they were minors when they committed their crime. They have already experienced the ambience in city jail. They bring it here. They teach the children here things that they learned from the adult prisoners. That prevents the children from learning respect; respect deteriorates. For us houseparents, we know that DSWD adheres to the law. The first rule is you can never hurt the children whatever their sin may be. That is what those who came from the city jail teaches. ‘Even if you disrespect the houseparent, he cannot hurt you.’ Because of this, other children have the guts to talkback and disrespect the houseparents).Disciplining the children is a way of looking after their welfare, to straighten their path for a better life ahead.In implementing discipline in the youth home, Houseparent3 said, “Sana bigyang pansin din kami sa mga bawat report namin, like yung nahuli kong bata na naninigrilyo, nag-away, nagsuntukan. Minsan kasi hindi nagagawan ng akson. Yung mga bata, ‘okay lang na gumawa ng kalokohan kasi hindi naman naaaksyunan.’” (I hope they will pay attention to our reports, like for those that I caught smoking, bickering, and fist fighting. Sometimes no action was taken. The children think that their misdemeanors are acceptable because no action was taken).
Need for Training

In line with their concern for the welfare of the CICL is their desire to be trained and to develop their skills as houseparents in order to provide better care and service to their clients. Houseparent1 shared, “Iba-ibang bata ang pumasok dito. Iba-ibang pag-uugali. Yung makisalamuha ka sa kanila, paano mo sila iintindihin, paano mo uunawain yung pag-uugali, mabigyan ng magandang pangaral… Maging maganda yung serbisyo namin at pamamalakad at yung mga bata mabisipilinang maigi ang pag-uugali ng mga bata… Matulungan kami para makausap yung mga bata, mabigyan ng magandang behavior tapos mapangalaral sila kung ano yung nararapat na para sa kanila at mabigyan din ng magandang kinabukasan yung mga bata… Tanong ko din paano pa namin sila mabibigyan ng talagang kaukulang pansin… Mayroon naman kaming shifting. Syempre iba-iba din naman ng pananaw yung mga kasama ko. Ilan kami dito, may kanya-kanya kaming pamamalakad… Hindi naman kami hirap sa trabaho, mahirap lang yung kung paano i-handle ang mga batang CICL na may mabait, may makulit, paano namin sila maituwid at kung paano maayos ang buhay nila sa tulong namin”(Different children are detained here. They have different attitudes. In dealing with them, how will you understand them, how will you understand their behavior…how will you give them good advice… I hope I can provide them with good service and discipline them properly… I hope we can receive help on how to talk to the children, give them good behavior, and teach them of what is right for them and give them a better future. I want to ask how we can give them
enough attention. We have a shifting schedule, and we have different perspective, and different ways... The job is not hard. What’s hard is how to handle CICL who are good and who are naughty, how we can correct them, and how they can have a better life with our help).

Houseparent3 wants to learn proper approach to children with special cases. He said, “Bigyan mo lang ako ng idea para sa mga bagay na halimbawa si bata e may case na rape, gusto kong bigyan mo ako ng idea kung paano ko maipapaliwanag in a good way, sa paanong paraan.” (Just give me idea for, example, the child’s case is rape, I want you to give me an idea on how I can explain it to the child in a good way).

Houseparent7 wants to learn ways of dealing with the children’s negative behavior. He shared, “Mahirap magsaway. Paulit-ulit yung ginagawa nila. Nakakarindi na sa utak. Araw-araw, kahit anong oras, kahit alam nila na may ginagawa ka kahit na rin nila. Kami naman, saway ng saway. Kakasaway napupuno ka na rin, nagagalit ka na rin.” (It’s difficult to reprimand them. They keep on doing the same things; it’s very tiring. Everyday, anytime, even when they know that you are doing something, they will bother you. We can just scold them. But it can be exhausting to the point that it will make you mad). On his concerns, he added, “Kung paano maipapaliwanag sa mga bata yung mga maling ginagawa nila, yung dapat nilang gawing mabuti at paglabas nila dito meron silang natutunan na may maipagmamalaki rin kami.” (How to explain to the child that what they are doing is
wrong, tell them the good things that they need to do so that when they get released, they were able to learn something that we can be proud of).

Houseparent6 has close relationship with the children. He wants to enrich his knowledge on how to better respond to the children when they share their experiences. He said, “Depende sa sitwasyon ng bata, nag-o-open ng yan, ng problema nya. Iisipin mo yung advice na ibibigay mo sa kanya, kung aakma sa kanya. Hindi ka naman kasi pwede magbigay ng advice halimbawa ganyan ganyan kasi ikaw ganyan ganyan. Iisipin mo kung ano kaya ang magandang sabihin dito.... Minsan hindi ko na sila nakakausap. Kaunti lang. Minsan isang dorm lang, ilang bata lang. ...knowledge, ma-train pa ako para sa kanila para mas mapabuti ang serbisyo ko sa kanila. Gusto ko lang madagdagan yung knowledge, paano ka mag-advise kung kaunti lang ang knowledge mo. Turuan mo akong mag-counsel.” (Depending on the situation, a child shares his problem. You will think of the advice that you will give him if it is fitting. You can't just give any advice. You have to think of what you will say. Sometimes, I’m not able to talk to them. Just a few of them. Sometimes just a few children in just one dorm... knowledge. I want to be trained for them so that I can provide them better service. I want to increase my knowledge. How can I give them advice if I have limited knowledge. Teach me to counsel).

When asked if what does Houseparent7 wish to share with the counselor, he said that he would like to learn how to cope up with the stress when it comes with dealing with different manner of our clientele.
On the other hand, Houseparent8 would like to seek advice on how to deal with frustrations in their work brought about by the seemingly futile attempts of the houseparents to help rehabilitate the children by giving them proper guidance.

**Personal Risk**

Given the nature of their job and the nature of their clients, the houseparents are exposed to threats of violence. In some cases, it is directed towards them through the threats they receive from the children. Their safety is considered as part of their professional concerns as it relates to their job. Houseparent4 raised his concern for his safety as he narrated, “*Yung safety namin kasi hindi nga kami nakakatiyak. Kasi minsan pinagbabantaan nila kami. Pag nagagalit sila, hindi napagbibigyan, may mga banta. Halimbawa, sinaway mo, magagalit. Syempre nag-aalala din kami kung tototohanin nila. Kung na-traydor kami, hindi namàn alam. Kasi nakakagawa sila dyan ng improvised weapons tapos syempre napikon sayo. Imbis na hindi sa amin gagamitin, ginamit sa amin di ba… Ang hiling nga sana namin e magkaroon kami ng hazard pay.*” (Our safety because we are not secured. Sometimes they threaten us. When they are not accommodated, they get angry; they threaten us. For example, you reprimand them, they will get angry. Of course we worry if they will really do it, if unknowingly they will betray us. They are able to create improvised weapon inside. If they got ticked off, instead of using the weapon for other things, they might use it on us… We hope they can give us hazard pay). In some cases, it is when the clients fight amongst themselves wherein the houseparents could be implicated as they try to stop
the fight. Houseparent4 continued, “Yung nagkaroon ng kaguluhan na nandito ako, dito tumakbo sa akin. Talagang hinabol, may dala silang pinatulis na toothbrush. E, kung ako ang natamaan nyan. Dyan nagtago sa likod. Buti naman nakinig nung inawat ko. Sa galit nila’y wala na silang kinikilala, pati ako nadamay. Hindi lang naman minsan nangyari yon, madalas ganon. Minsan nag-aaway sila dyan, tapos aawatin namin, tapos may lalabas na iba, kukuyugin. Syempre, damay na rin yan. May maghahabulan hanggang sa labas. Madalas yan pag nagkakaroon ng grupo-grupo. Saka madalas yan pag may babaeng kliyente. Syempre, may manligaw dito., Nagkakainitan sa bantaan. Pag lumabas naghahabulan sila dito. Syempre, pag-aaawat ka pwede kang tamaan. Iyon ang mahirap, pag nag-aawat ka, nadadamay ka. (I was here when they had a commotion; they ran towards me. There was really a chase and they have a sharpened toothbrush with them. If I was hit…they hid at the back. It’s a good thing they listened when I stopped them. In their anger, they do not recognize authority, I could have been implicated. It didn’t only happen once; it’s a usual happening. Sometimes, they’ll fight there then we would stop them, then others will come out, they will swarm over. The others will be implicated. They will be chasing each other until outside. It usually happens when groups emerged. Also, if we have a female client. Someone from here will court her and another one from there. They exchange threats, and when they are able to come out, they chase each other. When you try to stop them, you can get hurt. That’s the hard part. In trying to stop them, you can get implicated).
Bio-Psychosocial

Seven out of eight houseparents have concerns under bio-psychosocial concerns.

This category covers health concerns of the houseparents which is most apparent when they have hospital duties. Houseparent2 shared, “Mahirap magbantay ng pasyente sa ospital, yung magbabantay ka ng pasyente doon na heavy ang kaso, halimbawa TB. Imbis na wala kang aalalahanin, yung air ng ospital doon, nakasuot ka ng mask, tapos dadalhin mo rin yon hanggang sa pag-uwi mo.” (It’s difficult to watch over a patient in the hospital, when you are watching over a patient with a heavy case, like TB. Instead of being worry-free, the air in the hospital, you should protect yourself with a mask. You might carry this at home). This is similar with Houseparent5’s thoughts, “Kung may choice, ayoko sana yon kasi nga sa ospital pwede kang makuha ng mga sakit, lalo na yung last time na binantayan ko don may TB siya so syempre hindi naman siya isasama sa mga ibang pasyente. Isasama siya sa mga may TB rin so kung magbabantay ka ron na ang paligid mo e, ang TB kasi bacteria yan, so ang bacteria air-borne yan pwedeng kumapit sayo o kahit sa damit mo lang tapos paguwi ko ng bahay, may anak akong maliiit so may chance na, yun ang kinakatakot ko, pero sana kung pwedeng tumanggi, pero bukod don alam ko naman lahat part ng trabaho, okay na din lalo na nasa loob ka ng oras ng trabaho mo, ibig sabihin obligado kang magtrabaho so wala naman akong inaayawang trabaho hanggang maari.” (If I have a choice, I do not want to have duty in the hospital
because you can acquire disease there, especially the last case that I watched over there has TB. So if you will stay with him, your environment is surrounded by patients with TB… TB is from bacteria and bacteria are air-borne that can stick with you or with your clothes, and then I will go home. I have a small child; there is a chance… that’s what I fear. If only I could refuse, but aside from that, I know that everything is part of the job. It’s fine as long as it is within your working hours. What I mean is, that is your obligation, as much as possible I do not refuse a job). Health risks are not contained on the houseparent alone as they become possible carrier of bacteria and virus that they may have come in contact with while on hospital duty. They might transfer this to their family as reflected in Houseparent8’s worry, “Halimbawa yung dinala mo sa ospital sa communicable disease, ilan na ang dinala namin sa ospital na sa communicable disease ward lagi napupunta yung mga may TB, ako binata ako e yung mga ibang kasama ko, may asawa, uso naman ang sakit, okay lang yon, e kung mabigat yon, carrier pa sila pagdating sa bahay. Kaya lang hindi makaiwas.” (For example, the child that you brough to the hospital is placed under communicable disease, how many children have we brought in the hospital that are palced in the communicable disease ward. TB is very common. I am single, but how about my co-workers, they have a family. Sickness is common, that’s alright, but what if it’s severe, they become carrier to their homes. Unfortunately, we cannot refuse it).

The social aspect of this category is centered on familial concern. While the houseparents are playing the role of the parent to the CICL, they barely have time for
their own family. On what would happen if there would be a miracle, Houseparent4 shared, “Family bonding kasi bihira na lang mangyari yon. Puro work, work, work na lang. Kasi ang routine ko lang dito, paggaling dito, uwi, kain, magpapahinga na. Gigising na naman ng madaling araw.” (We seldom have family bonding. It’s always about work, work, work. My routine is, after my shift, I go home, eat, and then rest. Then I will wake up again at dawn). And the cycle goes on for him. Lack of family time was also expressed by Houseparent6 when he said, “Yung pag-uwi mo, imbes na makakausap mo yung pamilya mo, itutulog mo na lang.” (When you go home, instead of spending time with your family, you’ll just sleep). Houseparent7 shared the same sentiment, “(Sana) makasama (ko) nang matagal yung pamilya ko, kasi puro ako work. Uuwi ako sa amin, kinabukasan babalik din ako agad. Dito na naman ako. Puro work. (Gusto ko naman) makasama nang matagal-tagal yung pamilya ko.” (I hope I can spend more time with my family, because it’s all work. I will go home and then the next day I have to come back here. I’m here again. It’s all about work. I want to be able to spend more time with my family). The demand of their job as houseparents is taking toll on them. It wears them down to the point that they cannot spend enough quality time with their families.

The psychological aspect of this category is those concerns that affect the mood and behavior of the houseparent. Houseparent1 shared, “Ang concern ko sana kahit ganitong mahirap itong trabaho namin kahit papaano ay napapahalagahan din namin at napapahalagahan din ng bata kung ano yung hirap namin... Minsan
nahihirapan ako sa pakikitungo din kasi hindi naman lahat ng bata ay mabait. Mayroon talagang batang sobrang loko na talagang iintindihin mo yung ugali nya... Siguro ang pinakaayaw ko yung minsan nagkakaroon ng tampaan. Hindi naman maaalis yon sa isang magkasama pero sandali lang naman. At magkaroon ka rin ng konting tampo sa bata kapag matigas ang ulo. Kaya ayon na-stress. Pagod.”

(Although our job is difficult, I hope that somehow, we can value it and the children can appreciate our sacrifices… Sometimes, I find it hard to deal with them because not all of them are well-mannered. There are really wayward children that you have to understand…What I dislike the most is when there’s resentment. It’s normal to have that in any relationship, but it doesn’t last long. Sometimes you resent a child when he is being hard-headed. That’s stressful and tiring). The stress that affects the houseparents psychological domain is usually caused by the behavior of the children. It’s weight on Houseparent4 is undeniable as he shared, “Parang pinaparusahan kami dito. Ang bigat ng pinagdadaanan namin ngayon dito, lalo na sa makukulit. Kung pwede lang magawan ng paraan para maalis na sila dito kasi naiimpluwensyahan nila pati yung mga bago. Pati mga gwardiya umaayaw na dito, binu-bully nila. Araw-araw mayroong insidente na sisirain nila ang araw mo. Parang tumitiklop na ako. Parang gustung-gusto ko nang mag-three para maka-uwi nang araw mo. Parang nato-torture ka na, e. Araw-araw gusto mo na lang lumayo sa lugar na ganon. Kasi kung minsan ayaw ko nang pumasok. Para kasing mahirap talaga dito. Dapat mayroon kaming stress debriefing kasi burn-out na rin kami.”

(It’s like we are being punished here. We are going through a difficult time because of the defiant children. If
it’s possible for them to be removed here because they negatively influence the new CICL. Even the guards concede because they are being bullied. Everyday there is an incident that will ruin your day. I am already yielding. I just want it to be three already so that I can go home. It feels like torture. Everyday you just want to be far away from this place. Sometimes, I don’t want to go to work anymore. It’s really difficult here. We should have debriefing because we are already burnt-out). Houseparent5 shared the same sentiment that CICL’s behavior, or lack of respect to be more specific, causes distress. He said, “Yon ang medyo mahirap kasi ang trabaho namin dito, bilang parent. Ibig sabihin papakainin mo sila, tapos titingnan mo yung kalagayan nila, although syempre may masesermonan mo sila pero pag nabastos ka masama sa loob din namin yon kaya yon ang mahirap... Yung mga ibang mga bata dito nakakasama ng loob kasi papakainin mo, parang anak e, aalagaan mo, titingnan mo yung wellness nila tapos bandang huli may pangbabastos na nangyayari.” (That’s what’s difficult in our job as a houseparent. It means that you will feed them, look after their welfare, and sometimes you will scold them but if they act disrespectful towards you, it doesn’t feel good, that’s hard…. The children can cause you grief because after you feed them and take care of them like your own child, you will look after their wellness and then in the end, they become rude). A different scenario was presented by Houseparent6 when he said, “parang lutang ka sa trabaho, kasi kung yung utak mo lutang di ka makakapagperform ng maayos, di ka makakapag-advice sa mga bata, e lutang ka.” (you feel disengaged from your work because you cannot perform well as you feel
like your brain is floating. You cannot give proper advise to the children). He said that this is due to the lack of sleep caused by their erratic schedule in the youth home.

**Employment**

Seven out of eight houseparents raised concerns related to their employment.

**Employment Status**

Many people have this notion that working in a government institution or working as a government employee comes with great benefits. But this is not true for all because employment status plays a factor as experienced by Houseparent2 when he said, “Hindi naman ako casual kaya wala akong natatanggap na ibang benefits. Wala akong Pag-ibig, wala akong GSIS. Kasi consultant ako. Kapag consultant ka lang, Mayor’s Office ang pondo mo. Hangga’t hindi napipirmahan ang appointment mo, three months ng three months and contract, hindi ka susweldo. (I am not a casual employee. I don’t receive any benefits. I don't have Pag-ibig; I don't have GSIS. I am a consultant. The fund for consultant comes from the Mayor’s office. You will not get your salary until your appointment is signed. The contract is only for three months). And the situation is more difficult for Houseparent3 who has been working full-time as a volunteer in the youth home. He voiced out, “Sana maging regular na empleyado na ako kasi ang hirap. Naikwento ko naman sayo. Sa isang linggo, apat na oras lang kami. Ang ginagawa namin, sinusobrahan namin kasi para nga sa bata saka sa mga kasama namin. Mapapagod yung houseparent kasi siya lang mag-isa. Ang sweldo ko
P750 per week, 8 hours. Dapat 4 hours lang pero hindi namin magawa dahil sa mga bata. Kapag kami nag 4 hours, walang matitirang houseparent. Yung natitirang 4 hours, para sa bata, para sa bayan.” (It’s difficult I hope I can become a regular employee. As I’ve told you, in one week, it should only be four hours for us. But what we do is we extend our time for the benefit of the children and our co-houseparents. The houseparent will get tired because he’ll be left alone. Our salary is P750 per week for 8 hours a day. It should really be only four hours but we couldn’t afford to leave because of the children. If we serve for only four hours, there’ll be no houseparent left. The remaining four hours is in service for the children, for the country).

Promotion

Promotion comes with status. Sadly, promotion doesn’t come easy as experienced by Houseparent6. He shared, “Mag-e-eight years na ako dito na casual employee. Naharang ang papel sa taas. Ibang administrasyon e, hindi siya mapro-process hangga’t nakaupo sila. Kahit napakaganda ng performance mo, walang mangyayari. Ang uunahin nila dyan, yung mga tao nila.” (I have been a casual employee for about eight years. My papers were obstructed because of the change in administration. It will not be processed until they are in power. Even if your performance is really well, nothing will happen. They will prioritize their people).
Recognition and Benefits

For the houseparents who have been in service for more than a decade and was finally able to be regularized, they are more concerned with the recognition and benefits that they will receive upon retirement. Houseparent1 shared, “Sana mapansin yung trabaho namin. Lahat naman ginagawa namin. Sana mabigyan din kami ng magandang serbisyo o kinabukasan sa ginagawa namin... Siguro maging concern din sila sa mga gawain namin. Makita din nila, matutuwa sila o mapupuri nila ako. Malaking ba gay sa akin na hindi naman ako nakatapos kahit paano nandyan sila para sa amin.” (I hope that our job can be noticed. We are doing everything. I hope they can give us good service and a good future in relation to what we are doing… I hope that they will be concerned with our tasks. I hope that they see it and then they will be satisfied and they will acknowledge me. It means a lot to me to know that they are there for me even if I did not finish my studies). It was supported by Houseparent4 in his statement, “Sana ma-achieve yung retirement age ko na maayos yung trabaho ko para kung sakali, makuha ko yung benefits na dapat, para naman sa pamilya ko yon pagkatapos ko dito.” (I hope that I can reach my retirement age with a good performance so that I can receive my benefits for my family after I’m done here).

Lack of Manpower

Lack of manpower is one of the employment concerns that greatly affects the houseparents. The lack of manpower is more evident when they are on a night shift.
Houseparent4 raised this when he said, “Unang-una, kulang kami ng tao. Yan, concern sa panggabi. Ang magbabantay sa gabi kulang. Syempre, hindi naman kakayanan na hindi antukin. Kahit isang oras magte-take ka ng idlip. Kung dalawa siguro kayo, pwede na mag-usap kayo.” (First of all, we lack manpower. That is a concern especially at night. The houseparent at night is not enough. It’s very hard not to feel sleepy. You will have to take a nap even for just an hour. If there’s two of you, you can talk about it). For Houseparent6, the lack of manpower is more evident when they have clients in the hospital. He shared, “Pag nagkasakit yung bata...pagmalala na, kailangan mong dalhin yon sa ospital. Tapos, iniisip ko dito, walang magbabantay dito...kumbaga kasi dahil nga kulang kaming houseparent dito.” (When a child gets sick...when its serious, you have to bring the child to the hospital. But my mind is here, no one will watch over here because we don't have enough houseparents). Situations where lack of manpower were evident was validated by Houseparent8 in his statement, “Hindi ka masosobrahan ng pagod dito, ang masosobrahan ka, ang mabigat lang dito, halimbawa panggabi ka tapos wala kang karelyebo,” (You will not be beaten by the job, what’s difficult is, for example you are on a night shift and you have no reliever). or when they have clients in the hospital, “sa hospital kasi kapag nandon ka, iisipin mo yung kasama mong naiwan dito. Kulang kayo sa manpower. Kapag ang kasama mo volunteer, hindi pwedeng siya ang sumama sa ospital, kailangan naka-uniform... Pagka nandoon ka sa ospital, nandito siya.... Pwede namang iwanan, kaya lang concern ka pa rin kasi hindi mo kita, e. Yung nandon nag-iisa lang sa ospital yon” (If you are in the hospital, you will think
about who you’ve left in the youth home because you lack manpower. If you’re with a volunteer, he cannot be assigned in the hospital. It should be the uniformed personnel… If you’re in the hospital and the volunteer is here… You can leave him here, but it still concerns you because it’s out of your sight).

**Work Schedule**

The lack of manpower in turn affects the work schedule of the houseparents. They usually work extended hours or double shifts with only one off day in a week. Take the case of Houseparent1. She shared, “*Bali isang araw lang ako nag-day-off, noong Wednesday lang. Tapos eto, mula Thursday hanggang ngayon (Saturday), duty pa din.*” (I only took one day off last Wednesday. And then, I’m here on duty since Thursday until now (Saturday)). Schedule is also the main complaint of Houseparent6 as erratic schedule negatively affects his job performance. He said, “*schedule lang, magulo yung schedule, everyday iba-iba yung schedule, sked lang ang nakakapagod, nara-rattle ako sa sched, pasok ng gabi, uwi ng umaga, duty ng hapon, pero kaya naman.*” (Only the schedule. The schedule is erratic. Everyday the schedule is different. It’s very tiring. I feel rattled because of it. I will come here at night, go home in the morning, be on duty in the afternoon, but it’s bearable). On this, Houseparent7 added remuneration. He shared, “*Pag holiday may pasok. Pag may nag-leave sa amin dito, mababago schedule namin. E, paano naman yung excess naming oras, hindi nababayaran?*” (We have work on holiday. When someone takes a leave, our schedule will change. How about our unpaid excess hours in service?).
Equipment and Facility

Three out of eight houseparents expressed their concerns related to the equipment and facility for the youth home.

Vehicular support is necessary for the youth home, as they need to transport children when they have hearing or when they are being released. However, these are sometimes delayed when they have no available vehicle or when the vehicle is late due to repair and maintenance. This is a stressor not only to the houseparents but to the children as well. Houseparent2 shared, “May schedule na maghahatid. Inaantay ang sasakyan, wala pa. Minsan kulang din kami ng sasakyan kapag pare-parehas na wala dyan. Nakaka-stress din yon maski sa mga bata kasi alam nila na ihahatid sila pero walang sasakyan.” (There’s a scheduled escort. We are waiting for the vehicle because it hasn’t arrived still. Sometimes we lack vehicle if they are all in use. It can be very stressful even for the children because they know that they will be escorted but the vehicle is not yet here).

Some houseparents expressed their need to have materials/equipment that children can use in activities to lessen their boredom or “buryong”. Unfortunately, these materials are not readily available in the youth home and requesting for such must go through different channels, which requires time. Houseparent3 shared, “Sana magkaroon din kami ng activity kaso isang problema rin namin, wala kaming bola. Although may activities kami, natatagalan kasi nga may processing, i-re-request pa sa
judge. Sana magkaroon ng activity, sports, para malibang sila, hindi sila makagawa ng bulilyaso.” (I hope we can also have activities, one of our problems is that we do not have a ball. Although there are some activities, it takes time due to the process involved when you need to request equipments from the judge. I hope that there will be more activities like sports, so that their attention will be shifted on something interesting so that they won’t do any bungle).

Just like in any other house, basic needs like light and water is a concern of a parent. This includes repairs when something is broken in the house. Houseparent5 shared, “Tayo nasa institution na hindi naman lang shelter. Ibig sabihin yung opisina natin marami silang hinahawakan na mga pinansyal na assistance, basta marami. Minsan, sa sunog sila pa, kumbaga ang opisina natin ‘busying-busy’. Bukod don, ang budget, hindi naman din ganon kabilis. Ang inaalala ko lang minsan nagkukulang sa pangangailangan, minsan, tulad ng ilaw, pundi na. Although hindi naman ano, wala naman ding masisi kasi irerequest namin yon bilang government facility.... Minsan yung gumagawa, wala silang stock pa so maghihintay pa so yun lang at saka yon tulad nga non, ang concern ko yung tubig hindi masyadong umaakyat, which is, na-report na rin yang mga yan. May mga nasisira din na mga tubo. Minsan nga inaabonohan na lang ng OIC namin yung mga sirang tubo, yung anumang nasisira... Wala din naman masyado kasi yung mga pangangailangan, yung mga ilaw, yung mga sira nagagampanan naman yan ng ibang department na humahawak talaga ng mga facilities ng government, bukidon, sinusuportahan naman kami ng opisina namin.
Although masyado nga silang busy kaya hindi na matutukan nang husto, yun nga siguro kaya kami nandito, kami yung gagawa.” (We are in an institution that’s not only about the shelter. I mean our office is involved in many financial assistance services like in fire incidents. Our office is very busy. Aside from that the budget is not readily available. I am concerned because sometimes we have shortage of supply for broken lightbulbs, for example. Although we cannot blame anybody because we will request for it as a government facility… Sometimes, the one in-charge doesn’t have a supply on hand so we would have to wait. I’m also concerned with the water supply because the water pressure is weak; it does not go up. We have reported it already. Some pipes are broken. Sometimes our OIC pays for the broken pipes or whatever broken things in the youth home that needs to be fixed). He specifically pointed out their concern for water in the summer season as it affects the children’s health. Water is a basic necessity for the children’s hygiene. Houseparent 5 shared, “Ako kasi nakakapasok doon sa loob. Ibig sabihin, minsan, pumasok ako doon sa loob. Tinitingnan ko lang, iiikut lang ako doon. Iba yung pakiramdam talaga sa loob ng shelter. Hindi katulad yung nasa lobby, medyo maaliwalas… Lalo na ngayon, may problema ang tubig natin, so hindi malakas ang tubig sa taas. May time pa na nawawalan, so kailangan talaga i-monitor sila isa-isa.” (I can go inside their dorm. I really go inside. I look and go around. It feels different inside the shelter. It’s different from the lobby where it is bright… Especially now that we have water problems. Sometimes there’s no water, so you really need to monitor them one by one).
Research Question 2: What are the coping strategies of houseparents of Children in Conflict with the Law?

The coping strategies employed by houseparents are keeping distance from the child, resting, ignoring the child/situation, talking with co-workers, breathing, smoking, writing in the logbook, enjoying recreational activities, eating, and venting out on the children.

The table below summarizes the different strategies employed by the houseparents to cope with their daily life as a houseparent.

Table 3

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<th>Tabulation of the Coping Strategies employed by the Houseparents of CICL</th>
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<td>Coping Strategy</td>
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<tr>
<td>Keeping distance from the child</td>
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<tr>
<td>Resting</td>
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<tr>
<td>Ignoring the child/situation</td>
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<tr>
<td>Talking with co-workers</td>
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<tr>
<td>Breathing</td>
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<td>Enjoying recreational activities</td>
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<td>Eating</td>
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The identified coping strategies of the houseparents were grouped into ten activities. Keeping distance from the child is the most common coping strategy employed by the houseparents when the situation in the youth home is becoming burdensome with seven out of ten houseparents practicing it. Resting, ignoring the child/situation, talking with co-workers are practiced by four houseparents as the
second most common coping strategies. Three houseparents practice breathing, smoking, and writing in the logbook to reduce their stress in their daily life as houseparents. Enjoying recreational activities, eating, and venting out on the children are the least common of the identified coping strategies being practiced by only two houseparents.

Below are the excerpts of the participants answer taken from the counseling session when they were asked how they deal with their daily life as a houseparent when things get tough.

**Houseparent1:** “Yung gawain namin dito kahit mahirap kinakaya namin...Halimbawa yung kapag sobrang stress ka na sa kanila, konting labas lang muna dyan. Kunwari may bibilhin ka kahit wala. Tambay-tambay lang para lang makalabas-labas at makasagap ng hangin. Tapos non, nawawala na ang stress ko. Balik na naman ako sa trabaho ko...basta nakalabas na ako kahit konti dyan, makakita ka lang ng konting tao... medyo papahinga ng konti tapos kapag medyo okay na babalikan ko na lang ulit yung trabaho ko...magrerelax ng konti, minsan bababa para makipagkwentuhan para mawala lang yung konting stress tapos kapag medyo relax na babalikan yung trabaho.” (Our work is not easy but still we choose to do it. For example when we are stressed, we try to go out for a while. We pretend that we need to buy something so that we can go out and try to relax, have a change of environment. In this simple way we can relieve ourselves from stress. Then I will go back to work again…when I'm outside for a little while, I look at some people who are
roaming around... rest for a while and then when I feel better I will go back to work again... just relax for a little bit, sometimes I go downstairs to chat so that I can feel better then when I'm relaxed, I will go back to work again).


**Houseparent3:** “May mga pasaway pero yung mga pasaway, hindi na namin iniintindi kasi kung iintindihin namin sasakit lang yung ulo namin...Kapag pagod ako, isa lang yung ginagawa ko, kapag ginawa ko alam ko na mababawasan ang stress ko, tatahimik na lang ako...minsan bababa sa baba, hihitit ng isang stick ng sigarilyo, magpapalipas ng pagod, matutulog, parang yun lang. Kapag mag-isa ako, basta tatahimik lang ako, uupo lang ako, magrerecord sa logbook. Pero kapag di ko na kaya, sisigaw na lang ako. Minsan sisigawan ang mga bata. Sa labas ng youth home...papahinga tapos mag-iisip kung anong gustong kainin, matutulog. Bibili lang ako ng isang yelo, tatadtarin ko. Ganon kasi ako kapag pagod, gusto ko kasi ng malamig na malamig, relax na yung katawan ko.” (There are stubborn kids but we try not to mind them because if we do we will just have a headache...when I'm tired, I just do one thing, I just keep quiet... sometimes I go downstairs, I smoke, then take breaks, sleep, I think that's all. When I'm alone, I just stay silent, just sit for a while, or
I will record in the logbook. But when I can't take it anymore, I shout. Sometimes I shout at the kids. Outside the youth home… I rest and think of what I want to eat, then I sleep. I will just buy an ice, and then I will crush it. I'm always like that when I'm tired, I want something very cold, then I’ll feel my body relaxing).

**Houseparent4:** “Kapag sobrang nangungulit ang bata, minsan di ko na lang pinapansin kasi hahaba lang, pababayaan mo na lang siya hanggang magsawa siya…ganon lumalayo na lang, bababa dyan, sa huli baka ako naman atakihin kasi may nangyari na dito, kinulit siya ng kinulit, puyat pa. Kapag ganon, hindi ko na lang pinapansin…hindi ko na sila kikibuin, hindi na papahabain pa yung pagtatalo, iiwanan mo na lang siya, makikipagkwentuhan…may nagsasabi music therapy, wala naman kaming sound sa taas, kung meron pa kaming malalaman na magandang exercise para pagbalik mo don relax ka na kasi hindi naman pwedeng hindi ka babalik sa taas, makikita at makikita mo na naman, ayan na naman, babalik na naman yung galit mo. Minsan ang hirap din i-cope ng ganon, pero nakakaraos din, parang sanayan na lang kasi pagka dinala mong maigi, dinibdib mo, baka hindi namin kayanin, kaya tine-take ko na lang na ganon, magaan lang. Itong mga banta banta, hindi ko masyadong iniintindi, binabalewala ko na lang, lilipas din yan, makakaraos din. Kasi pag dinibdib mo yan mahirap.” (When they are too much to handle, sometimes I ignore them because it will just worsen the situation, you will just let them do what they want until they get tired… I keep my distance from them, I go downstairs, or else I might have a heart attack. We had that situation before. When
that happens, I do not bother myself…I do not talk to them, I will not prolong arguing with them, I will just leave them and talk with the other staffs… some say we can practice music therapy, but we don't have any equipment upstairs, if we can learn other activity so we can relax because it's not possible to not go back upstairs, you will still see them, here we go again, your can feel you anger swell up again. Sometimes it's hard to cope up with it, but we get by, we just get used to it because if you take it seriously you might succumb to it that’s why I just take it easy. These threats, I don’t pay much attention to it, I don't dwell on them, I just let the time pass. I know I’ll get over it. It will be hard if you take it seriously).

**Houseparent5:** “Kasi may mga bata talagang mayroong attitude, so kung ano, wag mo na lang pansinin kesa palagi kang maaasar sa kanya... Kapag stress na ako sa kanila, unang unang ginagawa ko dyan, papalamig muna ako, ibig sabihin hindi ko muna sila haharapin. Papatingnan-tingnan ko sila sa trustee habang ako nasa gilid lang, kumbaga hindi ako gigitna para hindi ko sila nakikita nang malapitan. Tapos inom lang ako ng tubig, kung may pera, softdrinks. Ganon lang, tapos syempre, nabasa ko sa internet na hingang malalim para mabawasan yung stress mo, ayon tapos balik na naman. Ganon lang, tapos meron naman ditong ibang houseparent, so baba ka sa ibang houseparent, makipagkwento ka sandali, alamin mo yung nangyayari kasi sa second floor iba yung nangyayari, tapos meron din naman kami dito na supervisor, magkukwento kami sa kanya.... (Sa labas ng center) libangan ko talaga manood ng movie. Medyo nababawasan ang stress ko kapag medyo
nakapanood na ako ng magandang movie. Kapag nagustuhan ko yung movie, parang narerefresh ako, tapos yon, ang bisyo ko kasi yon, e. Wala akong ibang bisyo, nuod ng movie tapos kain, yun lang ang ginagawa ko sa buhay ko e.” (There are really children who have bad attitude so if that's the case, I just don't mind them because in the end, I will be the one suffering. When I'm stressed with them, the first thing I do is to cool my head down, what I mean is, I won’t face them for a few minutes I will ask some trustee to look after them while I am at the corner. In short, I will not come near them so that I won’t see them up close. Then I'll just drink water, if I have money I'll buy softdrinks. Just like that, then I read in the Internet to breathe deeply so stress can be lessened, then it’s back to normal. Just like that. Then there is another houseparent, so you can go down and see him, have a little chat to know what is happening on the second floor because there are other things happening there, then we also have a supervisor, we can talk to him ...(outside the center) my hobby is to watch movie. My stressed is lessened when I watch a good movie. When I like the movie, I feel refreshed because that’s my vise. I don't have any vise. Watch movie then eat, that's all I do in my life).

Houseparent6: “Bihira lang din naman ako ma-stress out kasi nakikipag-usap lang ako sa kanila, minsan pag pagod na, bababa lang ako, magyoyosy lang ako, akyat na ako, okay na ulit ako, yun lang. Hingga ng malalim tapos okay na, kakausapin ko lang yung bata, wala na.” (I seldom become stressed out because I only talk to them and
when I'm tired, I go downstairs and just smoke, then I'll go upstairs and I'm okay again, that's all. Breathe, then it's okay, I'll just talk to the kids, and it's okay).

**Houseparent7**: “Pag nasobrahan na ako sa stress sa kanila, e ibubuhos ko na lang yung galit ko. Tapos non, aalis na ako, lalabas ako ng building o kaya pupunta ako sa kitchen magpapahiinga pagkatapos paglabas ko wala na, parang normal na ulit...minsasan nakakapagsalita ako ng hindi maganda, namumura ko sila... basta mailabas ko lang yung sama ng loob ko sa kanila. (Kapag lumalabas ako ng building), yosi lang ako, nakikipagkwentuhan. Kapag alam kong okay na ako, balik na ako sa kanila.... Minsan sinasabi ko sa kanila na bahala kayo, gawin nyo ang gusto nyo, gagawin ko ang gusto namin, ballpen lang naman ang katapat nyo, takutan lang naman yan.”(If the stress is too much to handle, I vent out on them. Then I'll go out of the building or stay in the kitchen to rest and when I go back I act normally as if nothing happened. Sometimes I say bad things, I curse them just to let out all my anger to. (When I go out of the building) I smoke and chat with someone, and when I feel better, I'll head back to them. I sometimes tell them to do whatever they want and I’ll do what I want. It only takes a pen to scare them).

**Houseparent8**: “Pagka naka-duty, ang sinasabi, wag mo nang pansinin kaya lang hindi mo naman pwedeng hindi pansinin. Pag alam mo nang hindi makuha sa saway at pakiusap, wag mo nang pansinin, maiinis ka lang lalo. Minsan pag nainis ka, ikaw na yung didistansya... Pag may ginawa kang hindi maganda, sa halip na magalit ako sayo, silent treatment ka... Kaya ko naman silang pakisamahan...kaya ang dapat
gawin mo para hindi mo sila makagalit, lalo na hindi ka magalit sa kanila kasi kaya mo silang sayawan, ngayon kapag hindi mo kaya, dumistansa ka na kasi pag di ka dumistansa maaapektuhan ka...ganon ang ginagawa ko, kapag ang ugali nila, talagang confrontational...para hindi nila ako masagot, hindi ako lalapit sa kanila, pero minsan kahit anong gawin ko, gagawa sila ng...alam nila kung saan mo sila sasawayin ayun ang gagawin nila, pagkasinaway mo sila, dahilan na yon para magalit sayo... (Sa labas ng center) Pagka bukas pa yung shop, Farmville lang, 4 words, tapos tulong na. Nagtatanim, nagpapakain ng mga alaga, walang violence don, magdidilig, may mga points na ano, mag-aalaaga ka yon lang kasi matutuwa ka tapos may mga kaibigan ka, hindi ako naglalaro ng iba, yun lang... Bukod don, nag-che-chess ako sa lugar namin, board games, dama.'(When on duty, they say, ‘don't mind it.’ But it's not easy not to do something. When you know you can't make them listen by scolding and asking them, don't bother yourself; you’ll just get even madder at them. Sometimes when you get angry with them, you just have to distance yourself from them... When you do something which is not good, instead of being angry with you, I just do silent treatment.. I can understand them. The thing that you should do so that they wont get mad or you wont get mad is that you should be able to indulge them somehow. Now, when you can't take it anymore, you just have to give yourself space because if you don't you will be affected... that’s what I do, when their attitude is really confrontational... so that they won’t be able to talk back to me, I don’t go near them, but sometimes whatever I do, they will do something..they know when you will scold them and that's exactly what they do, when you scold them, they now have
their reason to be angry with you… (Outside the center) when the shop is still open, I just play FarmVille or 4 Words, then I go to sleep… planting, feeding animals, there's no violence there, watering the plants, there are points, you will just take care of some animals… cause it will make you happy, then you have friends, I don't play other games except for that… other than that, I play chess game in our place and some other board games).

From the excerpts, it can be seen that a houseparent employs different strategies in order to cope with his/her daily life. They are not limited to only one coping strategy. Also, no two houseparents practice exact same coping strategies. They have their own different ways of dealing with their situation or adversity in the youth home.

Furthermore, the identified coping strategies being practiced by the houseparents fall on the category of avoidant coping skills wherein the source of stress is ignored and the current emotion is prioritized as temporary way of addressing the situation.

**Research Question 3: Is there a significant difference in the Adversity Quotient of houseparent of CICL before and after undergoing Solution-Focused Brief Therapy?**

Solution-focused brief therapy did not have a significant effect on the AQ® of the houseparents.
To measure the effect Solution-Focused Brief Therapy on the houseparents of CICL, the pretest and posttest scores were generated and was later analyzed. The table below shows the pretest and posttest scores of each houseparents in the CORE dimensions and its totality in AQ® with its corresponding descriptive interpretation.

Table 4

AQ® Scores of the Houseparents of CICL Before and After the Intervention with its Corresponding Descriptive Interpretation

<table>
<thead>
<tr>
<th>Houseparents</th>
<th>Pretest</th>
<th>Posttest</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>HP1</td>
<td>124</td>
<td>107</td>
<td>-17</td>
</tr>
<tr>
<td></td>
<td>Below Average</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>HP2</td>
<td>144</td>
<td>130</td>
<td>-14</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>Below Average</td>
<td></td>
</tr>
<tr>
<td>HP3</td>
<td>132</td>
<td>135</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Below Average</td>
<td>Below Average</td>
<td></td>
</tr>
<tr>
<td>HP4</td>
<td>118</td>
<td>117</td>
<td>-1</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>HP5</td>
<td>151</td>
<td>150</td>
<td>-1</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>Average</td>
<td></td>
</tr>
<tr>
<td>HP6</td>
<td>149</td>
<td>168</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>Above Average</td>
<td></td>
</tr>
<tr>
<td>HP7</td>
<td>133</td>
<td>125</td>
<td>-8</td>
</tr>
<tr>
<td></td>
<td>Below Average</td>
<td>Below Average</td>
<td></td>
</tr>
<tr>
<td>HP8</td>
<td>136</td>
<td>148</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>Average</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>135.88</td>
<td>135.00</td>
<td>-0.88</td>
</tr>
<tr>
<td>SD</td>
<td>11.66</td>
<td>19.70</td>
<td>8.04</td>
</tr>
</tbody>
</table>

The table above shows the AQ® scores of the houseparents before and after undergoing Solution-Focused Brief Therapy. The mean score has decreased by only 0.88 points, but the increase in standard deviation is perceptible. It means that the AQ® post test scores are more spread out with 107 as the lowest score and 168 as the
highest score while the pretest scores are closer with each other with 124 as the lowest and 151 as the highest score.

Despite the change in numeric scores, there is minimal change in the descriptive interpretation of their scores. In the total AQ score, Houseparent6 was able to cross the Above Average score from Average. Two houseparents showed negative movement; Houseparent1 from Below Average to Low and Houseparent2 from Average to Below Average. Five houseparents were able to maintain their AQ scores; Houseparent4 at Low, Houseparent3 & 7 at Below Average, and Houseparent5 & 8 at Average.

It can be noted that the older houseparents experienced a decline in their AQ scores with the exception of Houseparent5 who has a 1-point decline in his score. This may be due to the physical and health condition of the houseparent when he answered the posttest as he was always on the night shift and was feeling unwell. Other consideration might be due to the nature of the test. As this is an online test in English language, it might be that the houseparents were not able to fully grasp the test. Three of the older houseparents were highschool graduates. Their age and educational background may have affected the result of the test as the researcher made minimal assistance in the execution of the test. It was also observed that some houseparents experienced confusion in the scale orientation when they asked the researcher to go back to some situations in the test to correct their answers.
To further determine the effect of Solution-Focused Brief Therapy on the Adversity Quotient® of the houseparents of CICL, Wilcoxon Signed Rank Test was employed.

Table 5

<table>
<thead>
<tr>
<th>Determinant</th>
<th>AQ Posttest - AQ Pretest</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>8</td>
</tr>
<tr>
<td>α</td>
<td>0.05</td>
</tr>
<tr>
<td>Z</td>
<td>-0.280*</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td>0.779</td>
</tr>
</tbody>
</table>

Based on the sample size, which is 8, the differences in the overall mean scores of AQ® were analyzed at 0.05 level of significance. For the overall AQ, 0.779>0.05 signifying that there is no significant difference in the AQ of the houseparents before and after the intervention.
Table 6

*Control Dimension Scores of the Houseparents of CICL Before and After the Intervention with its Corresponding Descriptive Interpretation*

<table>
<thead>
<tr>
<th>Houseparents</th>
<th>Pretest</th>
<th>Posttest</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>HP1</td>
<td>30</td>
<td>33</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Below Average</td>
<td>Below Average</td>
<td></td>
</tr>
<tr>
<td>HP2</td>
<td>40</td>
<td>35</td>
<td>-5</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>Below Average</td>
<td></td>
</tr>
<tr>
<td>HP3</td>
<td>27</td>
<td>29</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>HP4</td>
<td>34</td>
<td>32</td>
<td>-2</td>
</tr>
<tr>
<td></td>
<td>Below Average</td>
<td>Below Average</td>
<td></td>
</tr>
<tr>
<td>HP5</td>
<td>41</td>
<td>41</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>Average</td>
<td></td>
</tr>
<tr>
<td>HP6</td>
<td>38</td>
<td>40</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>Average</td>
<td></td>
</tr>
<tr>
<td>HP7</td>
<td>30</td>
<td>34</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Below Average</td>
<td>Below Average</td>
<td></td>
</tr>
<tr>
<td>HP8</td>
<td>28</td>
<td>41</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>Average</td>
<td></td>
</tr>
</tbody>
</table>

Mean: 33.50, 35.63, 2.13  
SD: 5.55, 4.53, -1.02

The table shows that the houseparents showed an increase in the Control dimension with a lower standard deviation suggesting that their scores are closer to the mean. This shows that most houseparents are empowered after undergoing SFBT and that their perception of how much they can influence what happens to them after an adverse situation has also increased.

Despite the change in numeric scores, there is minimal change in the descriptive interpretation of their scores. In the Control dimension, Houseparent8 moved from Low to Average while Houseparent2 moved from Average to Below
Average. The remaining six houseparents maintained their pretest and posttest scores in the Control dimension.

Among the houseparents, Houseparent8 showed the greatest increase in score of 13 points changing his Control from low to average. For Houseparent8, he adapts to the situation. He shared, “Ang sa akin naman adaptability…hindi ko sila pwedeng baguihin. Ako ang nag-aadjust. Nag-aadapt na lang ako. Kung ano ang given situation adapt ako, adjust ako” (For me, its adaptability…I cannot change them. I will adjust. Whatever the given situation is, I will adapt to it).

To further determine the effect of Solution-Focused Brief Therapy on the Control Dimension of the houseparents of CICL, Wilcoxon Signed Rank Test was employed.

<table>
<thead>
<tr>
<th>Determinant</th>
<th>C_Posttest - C_Pretest</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>8</td>
</tr>
<tr>
<td>a</td>
<td>0.05</td>
</tr>
<tr>
<td>Z</td>
<td>-1.022b</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td>0.307</td>
</tr>
</tbody>
</table>

Based on the sample size, which is 8, the differences in the overall mean scores of Control Dimension were analyzed at 0.05 level of significance. For the Control dimension, 0.307>0.05 signifying that there is no significant difference in the Control dimension before and after the intervention.
Table 8

Ownership Dimension Scores of the Houseparents of CICL Before and After the Intervention with its Corresponding Descriptive Interpretation

<table>
<thead>
<tr>
<th>Houseparents</th>
<th>Pretest</th>
<th>Posttest</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>HP1</td>
<td>37</td>
<td>21</td>
<td>-16</td>
</tr>
<tr>
<td></td>
<td>Below Average</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>HP2</td>
<td>35</td>
<td>30</td>
<td>-5</td>
</tr>
<tr>
<td></td>
<td>Below Average</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>HP3</td>
<td>41</td>
<td>50</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td>HP4</td>
<td>41</td>
<td>32</td>
<td>-9</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>Below Average</td>
<td></td>
</tr>
<tr>
<td>HP5</td>
<td>44</td>
<td>45</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>Average</td>
<td></td>
</tr>
<tr>
<td>HP6</td>
<td>32</td>
<td>38</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Below Average</td>
<td>Below Average</td>
<td></td>
</tr>
<tr>
<td>HP7</td>
<td>41</td>
<td>32</td>
<td>-9</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>Below Average</td>
<td></td>
</tr>
<tr>
<td>HP8</td>
<td>40</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Below Average</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>38.88</td>
<td>37.25</td>
<td>-1.63</td>
</tr>
<tr>
<td>SD</td>
<td>3.91</td>
<td>10.40</td>
<td>6.50</td>
</tr>
</tbody>
</table>

The table shows that the mean score of the houseparents for the Ownership Dimension decreased by 1.63 points with a higher standard deviation showing a wider range of score from the mean with the lowest at 21 and the highest at 50.

Given that the intervention focuses on solution, it was expected that the scores of the houseparents in this dimension would increase as they are encouraged to identify and reinforce their strengths that would help them deal with their adverse situation. However, this dimension also accounts for the origin of the adverse situation, and most houseparents view the CICL as the cause of the adverse situation that they experience in the youth home.
Despite the change in numeric scores, there is minimal change in the descriptive interpretation of their scores. The Ownership dimension showed a more diverse movement in the AQ Profile® interpretation scores. From even distribution of 8 houseparents to Average and Below Average scores to having scores at High, Average, Below Average, and Low. This can be attributed to the downward movement of Houseparent1 & Houseparent2 from Below Average to Low scores and Houseparent4 & Houseparent7 from Average to Below Average scores while Houseparent3 & Houseparent7 moved up from Average to High and Below Average to High, respectively. Houseparent5 maintained Average score while Houseparent6 maintained Below Average score.

Houseparent1 showed the largest negative gap from the pretest to posttest score. During the evaluation he said, “Bait-baitan lang naman sila. Syempre yang mga batang yan, hindi naman talaga nagsisisi. Kunwari oo-oo sila tapos ayan na naman, makukulit na naman.” (They’ll just show you that they are good for a while, but they are not really repentant. They will just say yes, but they will be rebellious again).

To further determine the effect of Solution-Focused Brief Therapy on the Ownership Dimension of the houseparents of CICL, Wilcoxon Signed Rank Test was employed.
Based on the sample size, which is 8, the differences in the overall mean scores of Ownership Dimension were analyzed at 0.05 level of significance. For the Ownership dimension, 0.778 > 0.05 signifying that there is no significant difference in the Ownership dimension before and after the intervention.

Table 9

<table>
<thead>
<tr>
<th>Determinant</th>
<th>O Posttest - O Pretest</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>8</td>
</tr>
<tr>
<td>a</td>
<td>0.05</td>
</tr>
<tr>
<td>Z</td>
<td>-2.21°</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td>0.778</td>
</tr>
</tbody>
</table>

Table 10

Reach Dimension Scores of the Houseparents of CIKL Before and After the Intervention with its Corresponding Descriptive Interpretation

<table>
<thead>
<tr>
<th>Houseparents</th>
<th>Pretest</th>
<th>Posttest</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>HP1</td>
<td>29</td>
<td>22</td>
<td>-7</td>
</tr>
<tr>
<td></td>
<td>Below Average</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td></td>
<td>35</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>HP2</td>
<td>Average</td>
<td>Average</td>
<td>-5</td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>HP3</td>
<td>Below Average</td>
<td>Below Average</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>HP4</td>
<td>Low</td>
<td>Below Average</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>HP5</td>
<td>Below Average</td>
<td>Average</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>36</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>HP6</td>
<td>Average</td>
<td>High</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>32</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>HP7</td>
<td>Average</td>
<td>Average</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>HP8</td>
<td>Average</td>
<td>Average</td>
<td>1</td>
</tr>
<tr>
<td>Mean</td>
<td>29.88</td>
<td>31.25</td>
<td>1.38</td>
</tr>
<tr>
<td>SD</td>
<td>4.64</td>
<td>8.53</td>
<td>3.89</td>
</tr>
</tbody>
</table>
The table shows that the houseparents Reach Dimension increased. It means that they are able to contain the negative situations and not let it affect other areas of their lives.

Despite the change in numeric scores, there is minimal change in the descriptive interpretation of their scores. In the Reach dimension, Houseparents 2, 7, & 8 maintained their Average scores while Houseparent 3 maintained his score at Below Average. Upward movement was experienced by Houseparent 4 from Low to Below Average, Houseparent 5 from Below Average to Average, and Houseparent 6 from Average to High; Houseparent 1, on the other hand, moved down from Below Average to Low.

On this dimension, the 14-point positive increase of Houseparent 6 is noteworthy. When faced with stressful situations, he said, “Ngumingiti na lang ako. Di ko na lang pinapansin. Kasi ma-i-istress lang ako kapag pinansin ko” (I just smile. I just ignore them. I will just be stressed if I pay attention to them). Despite negative situations, he continuous to do his job. “Ako go lang ng go. Trabaho yan, e. Kung pabebe ka, e di gawa ka ng sarili mong negosyo” (I just do my job. If you are sensitive, it is better if you just have your own business).

To further determine the effect of Solution-Focused Brief Therapy on the Reach Dimension of the houseparents of CICL, Wilcoxon Signed Rank Test was employed.
Based on the sample size, which is 8, the differences in the overall mean scores of Ownership Dimension were analyzed at 0.05 level of significance. For Reach dimension, 0.175>0.05 signifying that there is no significant difference in the Reach dimension before and after the intervention.

Table 11

| Statistical Analysis of Wilcoxon Signed Rank Test for the Reach Dimension Scores |
|---------------------------------|---------------------------------|
| Determinant | R Posttest - R Pretest |
| N | 8 |
| a | 0.05 |
| Z | -1.357^c |
| Asymp. Sig. (2-tailed) | 0.175 |

Table 12

| Endurance Dimension Scores of the Houseparents of CICL Before and After the Intervention with its Corresponding Descriptive Interpretation |
|---------------------------------|---------------------------------|---------------------------------|
| Houseparents | Pretest | Posttest | Difference |
| HP1 | 28 | B.Ave. | 31 | B.Ave. | 3 |
| HP2 | 34 | Ave. | 35 | Ave. | 1 |
| HP3 | 38 | Ave. | 30 | B.Ave. | -8 |
| HP4 | 21 | Low | 28 | B.Ave. | 7 |
| HP5 | 38 | Ave. | 32 | B.Ave. | -6 |
| HP6 | 43 | Ave. | 50 | High | 7 |
| HP7 | 30 | Ave. | 33 | Ave. | 3 |
| HP8 | 37 | Ave. | 32 | Ave. | -5 |
| Mean | 33.63 | 33.88 | 0.25 |
| SD | 6.99 | 6.83 | -0.16 |
The table shows that there is a slight increase in the mean score in the Endurance dimension with a slight decrease in standard deviation. It suggests that the intervention did not affect the length of time an adverse situation negatively affects the houseparent.

Despite the change in numeric scores, there is minimal change in the descriptive interpretation of their scores. In the Endurance dimension, Houseparents 2 & 8 maintained their Average scores while Houseparent 1 at Below Average. Houseparents 3 & 5 both moved down from Average to Below Average. Meanwhile, Houseparents 4, 6, & 7 both moved up from Low to Below Average, Above Average to High and Below Average to Average.

To further determine the effect of Solution-Focused Brief Therapy on the Endurance Dimension of the houseparents of CICL, Wilcoxon Signed Rank Test was employed.

Table 13

<table>
<thead>
<tr>
<th>Determinant</th>
<th>E Posttest - E Pretest</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>8</td>
</tr>
<tr>
<td>a</td>
<td>0.05</td>
</tr>
<tr>
<td>Z</td>
<td>-0.140</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td>0.888</td>
</tr>
</tbody>
</table>

Based on the sample size, which is 8, the differences in the overall mean scores of Endurance Dimension were analyzed at 0.05 level of significance. For Endurance
dimension, 0.888 > 0.05 signifying that there is no significant difference in the Endurance dimension before and after the intervention.

*Adversity Quotient® and Age.* Older respondents showed lower Adversity Quotient® after Solution-Focused Brief Therapy. This is in contrast with the study conducted by Paramanandam, P., & Shwetha, R. (2013) where they reported that within the 50-60 age group have high level of Adversity Quotient® in contrast with their younger counterpart. Bautista (2015) also showed that the adversity quotient® of faculty members differs significantly in terms of age noting that AQ® increases with age. This, however, is in contrast with the result of study conducted by Capones (2004) wherein she concluded that age is not a determinant of adversity quotient®.

*Adversity Quotient® and Tenure.* Houseparents with longer years in service also showed relatively lower AQ® compared to other houseparents. This was indirectly supported by Johnson (2005) where he said that length of service is negatively correlated with job performance while AQ® is positively correlated with job performance. It means that employees who have longer affiliation with a job tend to have lower performance, thus lower AQ®. This is in contrast with Thomas-Sharksnas (2003) findings indicating that tenure is positively correlated with the CORE dimensions of Adversity Quotient® indicating that longer tenure shows higher scores in Control, Ownership, Reach, and Endurance. Bautista (2015) gave a more concrete illustration suggesting that AQ® of employees who do the same job for a longer period of time is higher because they adapt gradually to the adversity they face at
work. However, staying in the same job for more than 10 years can cause complacency resulting to the decline in AQ®. But for Capones (2004), demographic variables, specifically length of service, do not affect AQ®.

*Adversity Quotient® and Level of Education.* Houseparents with lower educational attainment have lower Adversity Quotient. However, Capones (2004), Chao-Ying (2014), and Kumar (2016) showed that educational background is not a basis in determining a person’s AQ®.

*Adversity Quotient® and Employment Status.* Houseparents who have regular status have lower AQ® scores. However, the studies of Capones (2004), Ablaña & Isidro (2015), and Kumar (2016), all indicated that employment status is not a determining factor of AQ®.

*Adversity Quotient and Marital Status.* The AQ® of married houseparents is relatively lower compared to houseparents who are single. Similar to other demographic variables, marital status is found to be not significant in determining AQ® based on the studies of Capones (2004), Ablaña & Isidro (2015), and Kumar (2016).

**Reported Effects of Counseling of the Houseparents of Children in Conflict with the Law.** All of the houseparents were able to benefit from the counseling intervention wherein they reported that they were able to share their experiences, lessen their stress, learn something, and experience positive change.
Five houseparents said that being able to share their experience was beneficial for them. Five houseparents also said that their stress was lessened during the counseling sessions. Meanwhile, four houseparents said that they were able to learn something from the counseling that they could apply as a houseparent. Lastly, four houseparents were able to experience positive change. These houseparents who were able to experience positive change were the ones who were more direct and clear of what they want to accomplish in the counseling session.

Below is the personal account of the houseparents on how the counseling intervention was helpful for them.

**Houseparent1:** “Malaking tulong kasi kahit papaano naiintindihan namin kung ano yung mga dapat gawin. Malaking bagay din sa amin na kahit papaano nanaka-counseling din kami, natututunan namin yung mga hindi namin nalalaman saka kung paano talaga humawak ng CICL. Sa akin kasi kapag may ganitong counseling parang mas nakakagaan ng loob na kahit papaano nawawala yung stress mo dahil may nakakausap ka at may nagbibigay ng pangaral at turo din kung paano namin sila (CICL) hawakan. Para sa akin maganda, maginhawa sa pag-iisip na may nakakausap

<table>
<thead>
<tr>
<th>Effects of Counseling</th>
<th>HP1</th>
<th>HP2</th>
<th>HP3</th>
<th>HP4</th>
<th>HP5</th>
<th>HP6</th>
<th>HP7</th>
<th>HP8</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share experience</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Lessen stress</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Learn something</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Experience positive change</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

Table 14

*Tabulation of the Reported Effects of Counseling on the Houseparents of CICL*
kami, may natututunan kami kahit papaano... Nawawala ang stress namin kasi nga mayroon kaming nakakausap na tao na nakapagpayo kung ano yung mga dapat naming gawin sa mga bata. Saka malaking bagay din sa amin para ma-counseling kami kasi isa rin yan sa trabaho namin... Saka yung mga problema minsan nakakawala din...Medyo nauwala yung stress kasi kahit papaano mayroon kaming kausap. May nagpapaliwanag kung ano ang dapat naming gawin at anong bagay ang pwede naming gawin sa mga bata.” (It’s a big help because somehow we are able to understand what we need to do. It means a lot to us that we are being counseled, we are able to learn what we still don’t know and how to handle CICL. For me, it lightens my feelings that somehow my stress is released because I can talk to someone who gives me advice on how to handle the CICL. For me, it’s good. It relaxes my mind because we can talk to someone and learn something... Our stress is released because we can talk to someone who could give us advice on what we should do with the children. It’s a big thing for us to be counseled because it is part of our job…Also, our problem is solved sometimes… Somehow, the stress is gone because we have someone to talk to. Someone explains to us what we need to do and what other things we can do for the children).

susunod hindi na ako andap. Alam ko na kung anong dapat kong gawin kapag may mangyayaring katulad ng ganyan. Alam ko na ang isasagot. Ma-i-share ko na ang, dati hindi naman ako palakibo, mai-share ko na yung mga nararanasan ko sa ibang tao.” (I am able to share with you the problems that I keep inside. Having conversations with you reduces stress. It helps. I am able to share the things that I am going through. It helps that I can share with you the things that I experience here and the things that I feel. This is the first time that I’ve been into counseling, next time, I won’t be anxious anymore. I already know what I should do if something like this happens again. I know now how to respond. Before, I do not talk much, now I can share my experience with other people).

**Houseparent3:** “Mas gusto ko yung nag-uusap. Malaki ang naitulong... sa pananalita kasi kung pwedeng kausapin ang tao sa mahinahon. Pinapaalam ko din sa mga bata kung ano yung mga dapat na gagawin Mas naghigpit ako, mas naging seryoso sa trabaho. Mas naging malinawsa akin yung boundary ko na dapat lumugar bilang Houseparent. (I like it when we talk. It was a big help...with my communication I can talk to people calmly. I tell the children what they need to do. I became stricter and more serious about my job. It became clearer to me that I have a boundary as a houseparent and where should I stand on it).

**Houseparent4:** “Magaan sa pakiramdam ko kasi minsan pag-uwi ako nadadala ko pa yung nangyari sa trabaho, ngayon hindi na masyado...Kasi dati, inaamin ko galit talaga ako sa kanila, ngayon binabago ko. Binilibyan ko ng pagkakataon...parang
namulat ako bigla, mali ang pinaggagagawa ko. Ngayon, tinatama ko, karapatan na rin nila yon...Nagkaroon ako ng mga idea na pwede ko palang i-adapt o i-apply sa pakikisalamuha sa mga bata...dati puro galit na lang, sama ng loob. Yon ang tipikal na araw ko noon. Pagdating ko, wala akong pakialam sa inyo, basta dito lang ako, gagawin ko yung trabaho ko. Pagkatapos kong gawin yung trabaho ko para sa inyo, aalis na ako. Ngayon hindi, ina-adapt ko yung maging maganda ang pagsasama namin.... Gusto ko nang mabago yung tipikal kong araw. Ganon nga sa napagusapan natin kung pwede ia-apply ko yon, para mabago naman kasi napansin ko na rin na parang nabuksan ang isip ko na nagkaroon tayo ng paguusap na ganon. Aaminin ko talaga, ilang taon na ako dito - sampu, ganon lang halos simula ng nakilala ko yang mga bata na yan. Oo, merong mga mababait na nakakasalamuha ko, pero dito lang kami, pero pag, kasi umaakyat ka pa lang kita mo na yung mga hindi mababait, makikita mo na agad, ‘hay, sira na naman ang araw ko,’ dire-diretso dito tapos minsan nga, hindi na ako lumalabas dito, tinatawag nga ako, hindi ko pinapansin...yon lang mga gusto ko ang sinasama ko dito, ngayon gagawin ko nga yung ganon, babaguhi ko, yung mga kinaiinis ko, sila naman, babaliktarin ko naman... Nabigyan ako ng linaw na, yung sinasabi mong miracle, pwede akong magbago kasi nasa isip ko lang yon ...pwede ko palang baguhin ang ugali ko, yung dating gawi ay pwedeng palitan isang araw, isang araw.')(The counseling lightened my emotion. Sometimes when I go home, I carry with me the things that happened here. It’s less like that now. Before, I admit, I really hate them, but now, I’m trying to change that. I am giving them a chance... I suddenly had a realization that what I was
doing was wrong. I am rectifying it now; they deserve better. I learned ideas that I could adapt or apply in dealing with them…before I just had anger and resentment for them. That was my typical day before. Everyday when I come here, I didn’t care about them. I would just stay here. I would just do my job. After I’m done with my duties for them, I leave. It’s not like that anymore. I’m trying to adapt things that will make my relationship with them better. I want to change my typical day. Just like in our counseling session, if I could apply that to change, because I also noticed that I was enlightened through our conversations. I admit I’ve been here for many years – ten years – but I was just like that eversince I met those children. Yes, I encounter good children, but we just stayed here. But as you go up, you can already see those ill-behaved children and I think to myself that my day is already ruined. I’ll just go straight to the kitchen. I don’t go out of here. I just ignore them when they call me. I only bring here with me those I like. This time I will change. I will bring with me those that I don’t like. I will do the opposite. I was enlightened by the miracle. I can change because it was only in my mind. I can change my old ways one day at a time).

sabihin, parang walang effort para mag-build up ng relationship sa mga kasama ko sa trabaho.” (In the conversations that we have, the things that I cannot share with others, I can share with you. It reduces my stress. My thoughts and frustrations that I cannot share with others are very stressful for me. I am able to tell you these things. Also, you were able to make me think. I wondered if what are those small things; there may be things that I do not notice because I am too focused on other things. I also realized that I do not put effort in building up my relationship with my co-workers here. When they asked me something, my reply is rather abrupt).

Houseparent6: “At least sharing, gusto ko yung usap-usap malaking bagay din yon kasi at least kahit papaano, naoopen mo sa tao yung experiences mo dito. Malaking parte yon sa atin sa sarili natin para malaman natin yung mga stress na problema para ma-i-open at matulungan.” (I like the sharing part when we talk. It means a lot that, somehow, I am able to share my experiences here. It means a lot to us to know the stress and the problems, to open up about it and get some help).

Houseparent7: “May nagbago sa akin, may napansin ako sa sarili ko na kaya ko pala, pwede ko palang kontrolin yung sarili ko na unti-unti. Pagkontrol ng galit at emosyon. Kahit papaano nakokontrol ko na yung galit ko, kung ano man yung dapat kong baguhin, yung pakikitungo ko sa mga bata. Napansin naman nila na dati dati hindi naman ako ganon.” (Something changed in me. I realized that I could control myself little by little. In controlling my anger and emotion, somehow, I am able to
control my anger and the thing that I have to change on how to deal with the children. They noticed that before I was not like that before).

**Houseparent8:** “Kasi parang pinipiga kami, Yung tinanong mo sa akin yung maliiit na bagay na pwede kong gawin... may mga input ka sa akin na parang nagkaroon ako ng panibagong perspective kasi nareinforce mo yung inaadapt ko na pamamaraan.” (It was like we were being exacted - the questions you asked me about the small things that I could do… you had some inputs that have given me new perspective because you were able to reinforce the methods that I adapt (in dealing with the CICL)).

All of the houseparents expressed their willingness to participate in another counseling intervention. This was prompted by the positive counseling experience that they had during the sessions.
CHAPTER 5
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

There has been a great concern on Children in Conflict with the Law (CICL) as evidenced by numerous studies on their subject in order to understand them and better rehabilitate them. However, not much is known about the plight of their houseparents who serve as the most significant adult in their rehabilitation process.

From this perspective, this study focused on identifying the concerns of the houseparents of Children in Conflict with the Law and the coping strategies they employ in their day-to-day life as houseparents of Children in Conflict with the Law, and determining the effect of Solution-Focused Brief Therapy on their Adversity Quotient®.

The study made use of purposive sampling, wherein eight houseparents of Children in Conflict with the Law from two youth homes completed five sessions of Solution-Focused Brief Therapy.

The study employed qualitative and quantitative research methods. The qualitative aspect focused on the identification of the concerns of the houseparents of Children in Conflict with the Law and the coping strategies that they employ. It also looked into the effects of the Solution-Focused Brief Therapy on the houseparents. The quantitative aspect focused on determining the effects of Solution-Focused Brief Therapy on the Adversity Quotient® of the houseparents of Children in Conflict with
the Law which was measured using Wilcoxon Signed Rank Test through the pretest and posttest scores from the online AQ Profile®.

**Summary of Findings**

The findings that follow were derived from the data gathered after careful analysis.

1. The identified concerns of the houseparents fall on four categories namely: Profession and Skills Development, Bio-psychosocial, Employment, and Equipment and Facility.

   The different parenting and disciplining styles of the houseparents is one of the complaints raised by the houseparents. This affects the behavior of the children in the youth home as their contact with the adult houseparents is not consistent. Personal risk is also one of the concerns categorized under Profession and Skills Development because they are often at risk of exposure to violence. The houseparents are overworked because of the lack of manpower that makes their workload heavier than it already is as the houseparents responsibility also covers that of the security guards in some instances.

   In the bio-psychosocial concern of the houseparents, the social aspect centers on family relations of the houseparents. Houseparents cited that they can barely spend time with their family due to their workload. They are conflicted in living their
personal lives with their own family and performing their responsibilities as houseparents.

2. The identified coping strategies of the houseparents were keeping distance from the child, resting, ignoring the child/situation, talking with co-workers, breathing, smoking, writing in the logbook, enjoying recreational activities outside the youth home, eating, and venting out on the children. These concerns fall under avoidant coping strategies. It means that the coping strategies employed by the houseparents allow them to momentarily relieve themselves from stress but they do not confront the stressor making the long term effect of coping unviable.

3. The AQ® of the houseparents of CICL is below average. It must be considered that CICL are part of the special population of children who needs special care and protection. Also, the number of children in a family has a significant effect on the level of AQ® of parents. Thus, houseparents who are taking care of a larger number of children tend to have below average AQ®. On a positive note, there is an increase in AQ® of the houseparents who have undergone SFBT. However, the results did not merit any significant difference.

Despite the non-significance of different demographic variables in the level of Adversity Quotient®, the interplay of this variables can be noted as these houseparents with low AQ® share the same characteristics. They are the older, married houseparents who have been in the youth home for more than a decade earning them a
regular employment status but with lower educational attainment compared to other houseparents.

**Conclusions**

The houseparents spend most of their time in the youth home with the CICL. Thus, it is natural that their major concern involves their duty as houseparent – professional and skills development. The houseparents are overworked as they have a lot of children to take care of on their own. The houseparents are usually relying on their natural instincts and personal experiences in dealing with the children. Most of them do not have proper training and education on the developmental needs and characteristics of children, especially Children in Conflict with the Law, and how to properly address their needs. Thus, most of them expected to learn skills in the counseling session that they could use in dealing with and disciplining the child. The lack of training of the houseparent is also reflected in the different parenting and disciplining styles that they adapt which cause dissonance in the behavior of the children towards different houseparents and vice versa.

It is important to address the concerns of the houseparents in terms of biopsychosocial, professional and skills development, employment, and equipment and facility. By responding to their concerns, the houseparents are being equipped and supported to become effective and efficient on their jobs.
Otherwise, these concerns pile up and result to burnout that the houseparents experience in performing their daily task in dealing with the children in consideration of their characteristics and behavior. The children tend to be unruly because of boredom. Thus, they want to be able to do something to provide the children with activities that can divert their attention and lessen their negative behavior.

Most of the houseparents are asking for information service, coaching, and training on how to provide better service and maximize their job performance as most of them lack education, job orientation, and training.

Despite the difficulties encountered, the houseparents are resolute in staying in their job. They also consider it an opportunity to work as houseparents and be part of a government agency in spite of not being able to get a college degree.

However, their coping strategies are very limited. They need to enhance their coping strategies especially when they are feeling too much burden in dealing with the children. They are doing their best to be able to bear the situation in the youth home to the best of their ability. But sometimes, they tend to do unhealthy activity. They expressed their desire to learn coping strategies that they could use in the youth home. They need to be able to practice a more facilitative coping strategy that will help them deal with the source of their stress rather than avoidant coping strategy that helps them temporarily deal with the negative situation.
Some of the houseparents showed increase in scores in the CORE Dimensions and AQ® after the intervention. However, there is no significant difference in the score in the CORE Dimensions and AQ® before and after experiencing Solution-Focused Brief Therapy.

Thus, Solution-Focused Brief Therapy is not an effective intervention in increasing the Adversity Quotient® of the houseparents of Children in Conflict with the Law, but it is an effective intervention in counseling houseparents of Children in Conflict with the Law.

Solution-focused brief therapy is seen as an effective intervention based on the positive experience and reported effects of the houseparents of Children in Conflict with the Law after completing five sessions of the intervention. It became an avenue for them to share their experiences in the youth home which in turn help reduce their stress. They also used the counseling sessions as learning experience for future possible counseling experience. Most of all, the houseparents of Children in Conflict with the Law experienced positive change which affected their perspective and treatment of the Children in Conflict with the Law.

It is important to note that counseling promotes self care which is necessary for the welfare of the houseparents and the Children in Conflict with the Law as they become the indirect beneficiaries of the positive growth and development experienced by the houseparents.
Recommendation

In light of the findings, the researcher proposes the following recommendations:

Solution-focused brief therapy should be employed as an intervention to improve the Adversity Quotient® houseparents of Children in Conflict with the Law. It can also be used to address the concerns of houseparents related to their roles and responsibilities in the youth home.

The houseparents must be have seminar and trainings that will allow them to have a better understanding of their clients and their role as houseparents. They should be provided with specialized trainings that will improve their understanding and handling of Children in Conflict with the Law. This would allow them to practice parenting style and disciplining style that is more appropriate for the CICL and consistent with other houseparents and the role of the youth home.

The risk involved in the job of the houseparents must be considered as they are in constant threat to exposure to violence. They must be given proper protection and remuneration which may be in the form of hazard pay or insurance that will cover them in the event of accidents as they perform their job in the youth home.

The youth home must employ more houseparents in relation to the number of children that they cater. Having two or more youth homes on duty in a shift would be
of great relief for the houseparents as the job would be divided to more adults. This would lessen their workload and burden. In turn, they would no longer be overworked and they would be able to perform their roles and responsibilities more efficiently and effectively.

The work of schedule of the houseparents must be regularized as to avoid them from working extended hours and double shifts. Having a regular schedule would also help them balance their time with their families and their job. This would help address one of their concerns and allow them to have a time for their selves and families.

The houseparents must also have seminar on self-care because their job is very stressful and demanding but their coping strategies are very limited. This seminar must teach them various coping strategies and techniques that are doable and feasible in their situation as houseparents of CICL with limited time and resources.

To address the Adversity Quotient® of the houseparents of CICL, longer period or increase number of sessions of Solution-Focused Brief Therapy may be considered. In this study, the intervention was kept at five meetings due to the erratic schedule of both the youth home and the houseparents. This also accounted for the decrease in the number of participants to eight houseparents. For future researches involving houseparents, their schedule and availability is of great consideration. It has to be ensured that the study and implementation of the intervention will not get in the way of their duty as houseparents. Implementation of SFBT as an intervention should
have a clear goal which can be achieved if participants were pre-selected or prequalified based on a certain criteria.

For the progress of this study, larger sample is recommended to increase the generalizability of the study. Several variables may also be considered. Comparison of male and female response with equal ratio may also be taken into account. It is also important to consider that different youth homes have different structure and composition in relation to the number of houseparents and CICL. With larger sample, future studies on this topic can correlate demographic variables (socio-economic status, length of service, age, gender, marital status, educational background, and employment status) of the houseparents.

For future researchers, further studies that will bring to light the different aspects of the experiences and concerns of houseparents, specifically, houseparents of Children in Conflict with the Law, would be of great use in better understanding their counseling needs, debriefing, and team building that will also contribute to the development of healthier and more effective coping strategies that they can use in their daily lives as houseparents.

For policy makers, it is recommended that they enrich the qualifications and working conditions of the houseparents of CICL. It is also recommended that the involvement of houseparents on the multi-disciplinary team of carers for the children in conflict with the law be considered as they are the most significant adult in the life
of children in conflict with the law inside the youth home. With this, the houseparents as significant stakeholders must be considered in planning the rehabilitation process of the children in conflict with the law.
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