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LABELING AND ITS EFFECTS ON THE ASPIRATIONS AND MORALE OF CHILDREN IN CONFLICT WITH THE LAW

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ABSTRACT

This study explores the impact of labeling on juvenile delinquency, and also, highlights the significant role of labeling in shaping the behavior and aspirations of juvenile delinquents. Guided by Frank Tannembaum's labeling theory, which suggests that youths who are labeled may subsequently act as criminals or delinquents. The research aimed to identify how labeling affects juveniles' academic and social lives and their aspirations, using a descriptive method to profile respondents based on age, gender, education, and offense. Data analysis employed frequency and percentage computations to explain profile variables, and mean calculations to determine average age.

A total of 29 juveniles (26 males and 3 Females) aged 11 to 18 participated, most of whom attended high school. The majority were incarcerated for drug-related offenses. Respondents were commonly labeled with fourteen positive and eleven negative words by family, friends, and neighbors. The effects of labeling were assessed in terms of academic and social encouragements and challenges. Results indicated that positive labeling significantly boosted academic and social encouragement, while negative labeling had little effect on these areas. Additionally, the impact of labeling on morale encouragement varied with age and education level but was not influenced by the types of offense. Labels and labelers affected social life encouragement, whereas only labels impacted academic life.

KEYWORDS: *Labeling theory, Juveniles, Positive Labels, Morale, Encouragement, and Aspirations.*

INTRODUCTION

Labeling is a "looking glass shelf" that refers to self-image being based on how one thinks of others or sees oneself, it is not a direct label, but a reflexive appraisal. Others are a mirror (which used to be called looking glass) in which individuals see themselves and draw conclusions that affirm and challenge one's self. What individuals think others view them. Likewise, labeling speaks of the self that arises in various situations.

A question became popular with criminologists during the mid-1960s: what makes some acts and some people deviant or criminal? During this time scholars tried to shift the focus of criminology toward the effect of individuals in power negatively responding to behavior in society; they became known as labeling theorists or social reaction theorists.

According to Blumer (1969), as cited by Skagss (2024), Blumer emphasized the way that meaning arises in social interaction through communication, using language and symbols. The focus of this perspective is the interaction between individuals in society, which is the basis for meanings in society. Disadvantaged groups are more likely than other groups to experience criminal labeling. Aggressive policing of lower-class communities raises the likelihood of lower-class people and minorities experiencing police intervention (Benburg, 2019).

However, in the research conducted by Bates & Swan, 2021) they stated that while the theory has significant explanatory power when it comes to recurrent delinquency, it cannot be used to identify the causes of the original act. The reason for that is simple: the labeling theory focuses on a sharp distinction between primary deviance and secondary deviance and focuses overwhelmingly. Although society may mark people as potential delinquents based on prejudice, the actual label emerges after the first offense, which is hardly analyzed insofar as the labeling theory is concerned. As, a result the most that the labeling theory can say about the causes of the original delinquent act is that it "can initially stem from various causes and conditions" (Bernburg, 2019).

Labeling may not be a potent sociological tool for analyzing the cause of juvenile delinquency, but it has considerable limitations as well. The idea of social stigma resulting from the label of delinquency may be incorporated by the offenders and become a driving force behind the second and subsequent acts is a powerful explanatory model. However, the simple fact that the stigma in question emerges after the initial act of delinquency makes the labeling theory unable to explain the causes of the original offense (LawBirdie. 2024).

Matsueda (1992) as cited by Rist, (2011) noted that a self-fulfilling prophecy can occur even when labels hold no ground. You have the brightest student, with the same abilities and behaviors as their peers, negatively labeled because of the parent's self-view. Not only does the parent see themselves through what they believe the eyes of others hold, they transfer the label onto their children as well.

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A label can be positive or negative. Some can thrive with positive labels and incredible influence. However, a positive label is not always enough if the abilities or motivation are lacking within the individual (Deil-Amen & Rosenbaum)

Here in the Philippines, the problems of Children in Conflict with the Law are much related to social problems. To survive in the street, one almost has to become delinquent. Exposed to criminal elements, these children are vulnerable to prostitution, drug addiction, and pushing and commission of crimes. Young people in the streets are also criminalized and stigmatized for no obvious crime committed. So many times, the streets were cleaned up at the start of tourist season and as a consequence, many street children were jailed because of vagrancy laws (Eduardo, et al.,2012)

According to Child's Rights International Network as cited by Sabine (2012), children in prison in the Philippines -throughout a single year, have an estimated 20,000. They are usually labeled, falsely accused, and cannot defend themselves. Some steal foods from the markets or use forbidden solvents to ease hunger and loneliness.

In the local study conducted by (N.A., 2022) it was discovered that the typical Filipino delinquent is usually a male between 14 to the prevalence of juvenile delinquency is primarily due to poverty, according to the Philippine National Police as cited by Estoro F.P (2023), considering that theft is the common offense committed by children. Some of the latest juvenile delinquency statistics include: in 2012, police arrested 182 violent juvenile offenders for every 100,000 juveniles. Likewise, in the statistics reported by the Philippine National Police in March 2024, crime against property constitutes approximately 60% of juvenile crime. These offenses included theft, robbery, and malicious mischief. On the other hand, crimes against persons, such as rape, physical injuries, and murder, make up 36% of the offense committed by juvenile offenders. The remaining 4% are violations of special penal laws. Such as prohibited drugs and illegal possession of firearms.

Conceptual Framework

Labeling theory suggests that an individual becomes predisposed to delinquency through a process of stigmatizing an individual, placing a label on them, and producing a self-fulfilling prophecy. Should this be the case the label will have a greater effect on self-identity and aspirations than the delinquent acts themselves. Understanding labeling's effects could be meaningful for policies within schools and preventive action both at school and home. Teenagers are still developing, creating their self-identity, and occasionally engaging in risky, yet harmless acts while exploring their world (Cullen & Agnew 2011).

Frank Tannenbaum is considered the grandfather of labeling theory because of his crime and community, describing the social interaction involved in crime, is considered a pivotal foundation of modern criminology. While the criminal differs little or not at all from others in the original impulse to first commit a crime, social interaction accounts for continued acts that develop a pattern of interest to sociologists (Gault, 2013).

"The roots of Frank Tannenbaum's theoretical model, known as the "dramatization of evil" or labeling theory, surfaces in the mid to late-thirties. At this time, the 'New Deal' legislation had not defeated the woes of the Great Depression, and, although dwindling, immigration into the United States continued. Cultural relativity had not yet taken hold. The Positivist School of Criminological thought was still dominant, and in many states, the sterilization movement was underway. The emphasis on biological determinism and internal explanations of crime were the preeminent force in the theories of the early thirties. This dominance by the Positivist School changed in the late thirties with the introduction of conflict and social explanations of crime and criminality.

"One of the central tenets of the theory is to encourage the end of the labeling process. In the words of Frank Tannenbaum, "The way out is through a refusal to dramatize the evil", the justice system attempts to do this through "diversion programs". The growth of the theory and its current application, both practical and theoretical, provide a solid foundation for continued popularity" (Menna, 2007).

Menna (2007) stated that Tannenbaum was the first to introduce the idea of "tagging". While conducting his studies with delinquent youth, he found that a negative tag or label often contributed to further involvement in delinquent activities. This initial tagging may cause the individual to adopt it as part of their identity. The crux of Tannenbaum's argument is that the greater the attention placed on this label, the more likely the person it to identify themselves as the label.

According to Frank Tannenbaum the grandfather of Labeling Theory, youth who succumbs to a label may then proceed to act as a "Criminal" or act as a "delinquent," abandoning social norms because he or she believes that he or she is a bad person and that this is what bad people are supposed to do (Menna, 2007).

The labeling theory of juvenile delinquency deals with the effects of labels, or stigmas, on juvenile behavior. Labeling theory holds that society, by placing labels on juvenile delinquents stigmatizes them leading to a negative label for a youth to develop into a negative self-image. Youth who are labeled as "criminals" or "delinquents" may hold these as self–fulfilling prophecies – believing the labels that others assign to them, thereby acting as the labels (Menna, 2007).

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Some can thrive with a positive label and incredible influences. However, a positive label is not always enough if the abilities or motivation are lacking within the individual (Deil-Amen & Rosenbaum, 2002). Again, a label can be positive and negative. Matsueda (1992) as cited by Rist (2011) work measures both positive and negative labels in his study drawn from the first three waves of the National Youth Survey.

He explores the labels of sociable, successful, distressed, and rule violator, placed on youth 11-17 years old by their reference groups: parents, friends, and neighbors. The study finds that blacks are more likely to be negatively labeled not of delinquency. It also revealed a high correlation between parental appraisal of youth and the youth's reflected appraisal. The strong influence was hypothesized beforehand because of the intimate knowledge a parent has of the child (Rist, 2011).

The labeling theory plays an important role among juveniles. As regards labeling theory, it is vital to emphasize that those who take on criminal behavior are not equal to those who are labeled as criminals. The issue of labeling theory consists of two parts, why and how an individual receives the label and the effect the label has on an individual. Why and how an individual, specifically juveniles, receives a label goes back to the central root of the issue, social groups create theories and statements on what is deviant. Those who break the norms are automatically labeled as deviant juveniles (Seisa, 2011).

Sometimes an identity as a low self-esteem minority in society would be accepted. The stigma was associated with diminished motivation and ability to "make it in mainstream society" and with "a state of social and psychological vulnerability to prolonged and recurrent problems". There was an up-and-down pattern in self-esteem, however, it was suggested that rather than simply gradual erosion of self-worth and increasing self-deprecating tendencies, people were sometimes managing, but struggling, to maintain consistent feelings of self-worth (Gault, 2013).

Ultimately, "a cadre of patients had developed an entrenched, negative view of themselves, and their experiences of rejection appear to be a key element in the construction of these self-related feelings" and hostile neighborhoods may not only affect their self-concept but may also ultimately impact the patient's mental health status and how successful they are (Gault, 2013).

Profile of CICL

Some individuals are more likely to be labeled than others. According to labeling theory, deviant labels are more likely to be placed on the powerless, especially teenagers given their age and lack of authority. It is also found more with the disadvantaged and poor. Delinquent labels are generally placed on existing criminal stereotypes such as those in the lower class, minorities, and again, teenagers. Labels are not equally or fairly distributed. Though more likely, a label is not always attached to delinquent acts or those who commit them. The powerless, such as teens and those with fewer resources are more likely to accept labels, which, again, turns into a self-fulfilling prophecy (Helmer, 2008).

Bartky (2010) stressed that juvenile delinquency occurrences by males are largely disproportionate to the rate of occurrences by females. This great gap between the crimes reinforces the connotations of traditional masculinity to be the center of violence, aggression, and competition. This is largely based on the notion as males, they must take what they feel they deserve through these means to define themselves and play the role of provider and independent figure.

Related information as discussed by Gault in 2013, in regarded juvenile delinquency as juvenile offending of youth crimes and/or failure to do what the law or duty requires or a conduct which is punishable by law. He further classified it into three categories: crime dealt with by the juvenile courts, crimes dealt with by the Criminal Justice System, and status offenses like underage smoking, drinking, or even to the extent of not attending school. This data presented by Gault gives tenable reasons for the enumerated offenses of the juvenile inmates.

He added that these delinquencies are not as prevalent in females in that they are expected to be more docile individuals and rely solely on independent characters, alleviating them from the need to commit delinquencies. Because aggression is not a desire characteristic, it has caused more commotion when females perform crimes that are often attributed to males. These acts of delinquency begin with the juvenile's expectations of their perceived roles through the directions of adults of both genders.

One consequence of labeling is personal reassessment stigmatized as "trouble makers" Adolescents may begin to incorporate the label into their self-image. Labeling is one cause of educational stoppage in those children. Their ambitions are snuffled out after the reality of work sets in. The work may be harder than expected, individuals may be juggling family responsibilities causing additional stress, or simply the ability to afford school begins to crumble dreams. Their self-fulfilling prophecy diminishes. They thought they were a success and simply could not make it (Armstrong & Hamilton, 2013).

According to the Office of the Juvenile Justice and Delinquency Prevention, statistical briefing online book, in each racial group, the juvenile arrest rate for all offenses combined generally increased from the early 1980s through the mid-1990s and then declined in recent years. Between 1980 and 2013, the total juvenile arrest rate decreased by 59% in the Asian Countries (Lapeña, 2016).

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Offense committed, according to Eduardo (2013) includes serious problems involving street children and juvenile delinquents. To survive in the street, you almost have to become delinquent. Exposed to criminal elements, these children are vulnerable to prostitution, drug addiction, and pushing and commission of crimes. Most street children have become juvenile delinquents either out of necessity (because they are poor) or through force (because of the syndicate). According to Lapeña (2016), nine hundred eighty-two (982) minors were arrested for their involvement in illegal drugs from January 2006 to August 2016.

Life Components

Every person aspires because it gives them a reason to live. Everyone wants to be successful in their lives but commits mistakes by comparing their lives with other people as a measure of success. In life components, this includes the following:

Aspirations are a desire to achieve something high or great. Every youth has his/her own aspirations in life but there are those whose self-fulfilling prophecy was not to be successful. Failure is much easier to achieve. This negative path is much the same with delinquents during the process of internalizing a label and living up to a life of crime rather than a conventional path of achievement (Corrigan, 2009).

As Maed showed how infants come to know persons first and only later come to know things. He stated that the central concept is the self-image our self-image is constructed of ideas about what others think about us. Human Behavior, Maed stated, is the result of meaning created by the social interaction of conversation, both real and imaginary.

Morale is the mental or emotional condition of an individual or group about the function or tasks at hand. For example, in Parental labeling, which can bear the heaviest influence, can be negative as well. It is noted to have the strongest impact when a child is seeking approval and support and expects a loving, positive reaction or praise. If they expect one thing and receive a different reaction from a parent, their disapproval or disinterest can seem twice as bad. This can happen when presenting a report card or speaking of achievements. Where praise is expected they may feel shunned and suddenly “not good enough” Negative labeling by parents at times can be found where no deviance is even occurring (Rist, 2011).

In the same reference, it is stated that academic life is used to describe things that relate to the work done in schools. In contrast to the high achievers, poor-performing students are less motivated, more likely to become alienated, less likely to be influenced by the school organization, and more likely to differentially associate with others labeled the same way.

Children in conflict with the law are known as juvenile offending or youth crimes which means the failure to do what the law or duty requires or a conduct that is unacceptable by law. It is usually divided into three categories: crime dealt with by the juvenile courts, crimes dealt with by the Criminal Justice System, and status offenses like underage smoking, drinking, or the willful but unauthorized abstinence from compulsory schooling. Delinquency is suggestive of the failure of the parents and society to raise the child rather than the failure of the child (Gault, 2013). The Philippine government created a new law which is the Republic Act 9344, this act is also known as the Juvenile Justice and Welfare Act of 2006. This act covers the different stages involving children at risk and children in conflict with the law from prevention to rehabilitation and reintegration.

In section 2 of this Act or the Declaration of State Policy, the following policies shall be observed at all times:
First, the state recognizes the vital role of children and youth in nation-building and shall promote and protect their physical, moral, spiritual, intellectual, and social well-being. It shall inculcate in the youth patriotism and nationalism, and encourage their involvement in public and civic affairs;

Second, the state shall protect the best interests of the child through measures that will ensure the observance of international standards of child protection, especially those to which the Philippines is a party. Proceedings before any authority shall be conducted in the best interest of the child and in a manner, which allows the child to participate and to express himself/herself freely. The participation of children in the program and policy formulation and implementation related to juvenile justice and welfare shall be ensured by the concerned government agency;
Third, the state likewise recognized the right of children to assistance, including proper care and nutrition, and special protection from all forms of neglect, abuse, cruelty exploitation, and other conditions prejudicial to their development;

Fourth, under Article 40 of the United Nations Convention on the Rights of the Child the states recognize the right of every child alleged as, accused of, adjudged, or recognized as having infringed the penal law to be treated in a manner consistent with the promotion of the child’s sense of dignity and worth, considering the child’s age and desirability of promoting his/her reintegration. Whenever appropriate and desirable, the state shall adopt measures for dealing with such children without resorting to judicial proceedings, providing that human rights and legal safeguards are fully respected. It shall ensure that children are dealt with in a manner appropriate to their well-being by providing for, among others, a variety of disposition measures such as care, guidance and supervision orders, counseling, probation, foster care, education and vocational training programs, and other alternatives to institutional care;

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Fifth, the administration of the juvenile justice and welfare system shall take into consideration and cultural and religious perspectives of the Filipino people, particularly the Indigenous peoples and the Muslims, consistent with the protection of the rights of children belonging to these communities;

Lastly, the state shall apply the principles of restorative justice in all its laws, policies, and programs applicable to children in conflict with the law. The chapter 2 of this act consists of the principles in the administration of juvenile justice and welfare.

In the conduct of the proceedings beginning from the initial contact with the child, the competent authorities must refrain from branding or labeling children as young criminals, juvenile delinquents, or prostitutes or attaching to children in any manner any other derogatory names. Likewise, no discriminatory remarks and practices shall be allowed particularly concerning the child's class or ethnic origin.

The family shall be responsible for the primary nurturing and rearing of children which is critical in delinquency prevention. As far as practicable and by the procedures of Republic Act 9344. A child in conflict with the law shall be maintained in his/her family.

OBJECTIVES OF THE STUDY

This study aims to determine the profile of the respondents in terms of their age, gender, highest school level attended, and offense committed. The labels being attached to the children conflict with the law. Who gave them labels? And, the effects of labeling on the children in conflict with the law in terms of their morale in their academic lives, encouragement in their social life, and respondents' aspirations in life.

METHODOLOGY

This study used a descriptive method of research that described the profile of the respondents; determined the labels being attached to these CICL; identified who gave them labels; and elicited the effects of labeling on the CICL. The researchers based the study on the established theory of labeling. This design is appropriate in this study since it describes the effects of labeling on the youth especially those children in conflict with the law. This study was conducted in Bahay Pag-asa located at Kalikid Sur, Cabanatuan City which has a total of 29 youths that are housed in this facility in the year 2023. The main data-gathering tool was a self-constructed questionnaire and it was based on the different concepts discussing the labeling theory to gather the necessary information to answer the enumerated problems.

RESULTS

Profile of the Respondents

Table 1. Distribution of the Respondents in terms of Age

Age	Frequency	Percent	Mean	Standard Deviation
11-14	2	7	16.22	1.01
15-18	27	93		
Total	29	100		

Table 1 shows the distribution of juvenile inmates in terms of their age. It can be observed that out of 29, 27 or 93% comprise CICLs whose ages range from 15 to 18 years old, and only 2 or 7% belong to the younger age bracket that ranges from 11 to 14 years old. These figures imply that the majority of the juvenile inmates belong to the so-called young adults. The mean value of 16.22 also reveals the average age of the juvenile in-housed in Bahay Pag-Asa. This is an indication that these juveniles are "young" while the standard deviation (SD) of 1.01 indicates that the inmate's ages are so close to their mean age. These data can be alarming since at a young age, they already experienced committing such kinds of crimes.

Children in Conflict with Law as a main concept of the study is being observed among the said group age as discussed in the background of the study. It is believed that the youth at this point are most vulnerable to acts of delinquency which may result from several factors of pubertal development and/or an implication of labeling as claimed in Tannenbaum's theory.

Table 2. Distribution of the Respondents in terms of Gender

Gender	*Frequency*	*Percent*
Male	26	89.66
Female	3	10.34
Total	**29**	**100**

Gender. Table 2 contains data regarding the respondent's profile in terms of gender. As shown, the male inmates dominate their female counterparts. There are 26 male inmates and only 3 female inmates or 86.66% and 10.34% respectively of the total number of juvenile inmates. This finding reveals that more young males are committing some particular kinds of crimes than young females.

Table 3. Distribution of Respondents in terms of Highest Level attained

Highest School Level	Frequency	Percent
Elementary	8	27.59
Undergraduate	18	62.07
High School Undergraduate	3	10.34
College Undergraduate		
Total	**29**	**100**

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Highest School Level Attained. Table 3 reveals the distribution of the respondents as to the highest school level they have attained. There are 18 (62.07%) who reached high school but did not graduate; 8 (27.59%) reached elementary but did not graduate and only 3 (10.34%) of the respondents reached college but did not also graduate. It is obvious that all respondents did not graduate in the school level where they last stayed.

As manifested by Tannembaum's theory, labelling greatly affects the youth thereby increasing the potential for Children in Conflict with the Law. The researcher has considered the variable on the highest school; level attended as one of the respondents' profiles purposively to validate the findings discussed in the said theory. The theory of labeling explains how several tags affect the youth's life and education is said to be part of their development. Thus, juvenile delinquency could also affect the education of the youth.

In general, the findings in Table 1 also validate the age group of the respondents which ranges from 15-18. The age range is considered to be at the stage of pubertal development when young people are exposed to physiological, psychological, social, and emotional changes as influenced by some factors which include their education.

Table 4. Distribution of respondents in terms of the Offense Committed.

Offenses	Frequency	Percent
Drug-related	14	48.28
Rape	4	13.79
Murder	3	10.34
Theft	3	10.34
Car napping	2	6.90
Robbery	1	3.45
Attempted Murder	1	3.45
Attempted Homicide	1	3.45
Total	**29**	**100**

Offense Committed. Table 4 reveals the offenses committed by the juvenile inmates at Tahanan ni Maria. 14 or 48.28% committed drug-related offenses; 4 or 13.79 committed rape; 3 or 10.34% committed murder; another 3 or 10.34% committed theft; 2 or 6.90% engaged in carnapping; 1 or 3.45 for each of the following cases such as robbery, attempted murder and attempted homicide. These figures disclose that the offenses with the greatest percentage are those that pertain to the use of drugs and the dealing of drugs with other users. The percentages of engaging in other offenses such as rape, murder, theft, carnapping, robbery, attempted murder, and attempted homicide are seen to be small but still very alarming to everyone in the society.

Findings presented in Table 4 showing the different offenses attached to the juvenile - inmates may suggest a significant implication of labeling to young individuals. Still, although not the direct cause of respondents' present condition, labeling may have influenced their actions which led them to where they are at present.

The provisions of the Revised Penal Code, as amended by Republic Act No. 9165, otherwise known as the Comprehensive Dangerous Drug Act of 2002, and other Special Laws notwithstanding, no death penalty shall be imposed upon Children in Conflict with the Law.

Instead of the discussion of labeling theory being presented in the Conceptual Framework of the study, Menna 2007 suggested that young people who are labeled as "criminals" or "delinquents" may hold these as self-fulfilling prophecies believing the labels.

Related information as discussed by Gault in 2013, in regarded juvenile delinquency as juvenile offending of youth crimes and/or failure to do what the law or duty requires or a conduct which is punishable by law. He further classified it into three categories: crime dealt with by the juvenile courts, crimes dealt with by the Criminal Justice System, and status offenses like underage smoking, drinking, or even to the extent of not attending school. This data presented by Gault gives tenable reasons for the enumerated offenses of the juvenile inmates.

Positive and Negative labels being attached to the Children in Conflict with the Law

Table 5. Distribution of Respondents in Terms of Positive Labels.

Positive Label	Frequency	Rank
Friendly/kind	22	1
Diligent/active	10	2
Obedient	9	3
Cheerful	5	4.5
Generous	5	4.5
Courteous	4	6.5
Intelligent	4	6.5
Helpful	3	8
God-fearing	1	11.5
Affectionate	1	11.5
Responsible	1	11.5
Reliable	1	11.5
Brave	1	11.5
Shy	1	11.5

Table 5 displays the different negative labels that the juvenile – inmates claim as the tags given to them by some people within their environment even before they were not yet in jail. As shown, "friendly/kind' ranked number 1; followed by "diligent/active" as second; "obedient" being third; "cheerful"

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and "generous" each having the same rank of 4.5; "courteous" and "intelligent" each having a rank of 6.5; being "helpful" is ranked 8th; and "God-fearing", "affectionate", "responsible", "reliable/trustworthy", "brave" and "shy" – all are ranked 11.5.

Some can thrive with a positive label and incredible influences. However, a positive label is not always enough if the abilities or motivation are lacking within the individual (Deil-Amen & Rosenbaum, 2002). Again, a label can be positive and negative. Matsueda (1992) as cited by Rist (2011) work measures both positive and negative labels in his study drawn from the first three waves of the National Youth Survey.

He explores the labels of sociable, successful, distressed, and rule violator, placed on youth 11-17 years old by their reference groups: parents, friends, and neighbors. The study finds that blacks are more likely to be negatively labeled not of delinquency. It also revealed a high correlation between parental appraisal of youth and the youth's reflected appraisal. The strong influence was hypothesized beforehand because of the intimate knowledge a parent has of the child (Rist, 2011).

Table 6 Distribution of Respondents in terms of Negative Labels.

Negative Label	Frequency	Rank
Stupid	7	1
Dishonest	6	2
Idiot	4	3
Shameless	2	4.5
Boastful	2	4.5
Idle/lazy	1	7.5
Ill-tempered	1	7.5
Hard-headed	1	7.5
Contentious	1	7.5
Discourteous	1	7.5
Irresponsible	1	7.5

Table 8 displays the different negative labels that the juvenile – inmates claim as the tags given to them by some people within their environment even before they were not yet in jail. It can be gleaned from the table that negative descriptions "stupid" ranks number 1; "dishonest" ranks 2nd; "idiot" ranks 3rd; "shameless" and "boastful" rank 4.5; and "idle/lazy", and "ill-tempered", "hard-headed", "contentious", "discourteous", and "irresponsible" are ranked 7.5.

Who gave labels to the CICL?

Table 7. Distribution of Respondents in terms of Sources of Labels.

Source of Labels	Frequency	Percent
Family	14	48.28
Friends	10	34.48
Neighbor	5	17.24
Total	**29**	**100**

Table 7 for that matter shows data on how the attention study is being associated with Tannenbaum's theory focusing on the implication of labeling on Children in Conflict with the Law as evaluated using a variable on who gives the labels to the target-respondents.

It shows that the majority of the total samples answered they are usually tagged with their family circle, it is important to note the statistics counted for family relations, peer influences, and community encounters should be given attention in the total development of the youth as to minimized the incident of crimes committed by young individuals.

Furthermore, Gault (2013) emphasized that delinquency suggests a failure of the parents and society to raise the child rather than the failure of the child. It is in this context that item determinants shown in Table 2.3 were considered valuable in the conduct of the study to point out how to deal properly with children in conflict with the law. Although these young people have done acts punishable by law (in short – unlawful acts), they should not be regarded negatively. Yet, most people would do even their own family. As Gault claimed, their being delinquent is more associated with parental guidance and more social responsibility.

Newmeyer in 2010 also cited that children's behavior is mostly influenced by the kind of family that raised him/her, family is the cradle of human personality and influences the well-being of children, therefore if negative labeling is rampant within the family tendency is that greater possibility that the child will act according to what label was attached to him.

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Effects of labeling on the respondents

Table 8. Effects of Labelling to the Respondents on their Morale in Academic Life

Indicator	4		3		2		1		Average	QD
	f	%	f	%	f	%	f	%		
1. I am encouraged to perform well in school.	24	96	4	12	1	2	0	0	4	SA
2. I am encouraged to go back to school	25	100	4	12	0	0	0	0	4	SA
3. I am encouraged to finish my study	24	96	5	15	0	0	0	0	4	SA
4. I am encouraged to participate in extracurricular activities in school.	15	60	14	42	0	0	0	0	4	SA
5. I am encouraged to submit school requirements	12	48	12	36	5	10	0	0	3	A
6. I am discouraged from performing well in school	0	0	3	9	9	18	15	15	2	D
7. I am ashamed to go back to school.	2	8	3	9	9	18	15	15	2	D
8. I am discouraged from participating in extracurricular activities in school.	0	0	1	3	10	20	18	18	1	SD
9. I am discouraged to finish my study	0	0	3	9	8	16	18	18	1	SD
10. I am encouraged to perform well in school.	1	4	4	12	11	22	13	13	2	D
OVERALL MEAN									**3**	**A**

Moral. As seen in Table 10, the labeling done by the respondents' families, friends, and neighbors greatly influenced their morale in terms of academic life as confirmed by their overall mean response of 3 or "agree" to the indicators as a whole. The indicators to which the respondents "strongly agreed" to have influenced their morale in academic life include "I am encouraged to perform well in school"; "I am encouraged to go back to school"; "I am encouraged to finish my study"; and "I am encouraged to participate in extracurricular activities in school. The indicator stating "I am encouraged to submit school requirements" is "agreed" upon by the respondents to have influenced their morale in academic life. In addition, there are indicators to which the respondents "disagree" to have influenced them in their drive to academic life and these are "I am discouraged to perform well in school"; "I am ashamed to go back to school"; and "I am discouraged to submit school requirements". The rest of the indicators such as "I am discouraged to participate in extracurricular activities in school" and "I am discouraged to finish my study" were strongly opposed by the respondents to have influenced their morale in academic life. These are all implications that in the case of the respondents, labelling attached to them encouraged them to perform well in school.

Significantly, one of the effects of labeling among juveniles is on their education as further discussed by Gault in 2003. The foregoing study is engineered on the significant implication of labeling in the correspondents' point-of-view as to how they are motivated in continuing their studies – since it's significantly frozen due to their present condition as juvenile inmates as manifested with item-determinants. The respondents' academic life shows that they are still encouraged to pursue their discontinued education.

Table 9. Effects of Labelling to the Respondents on their Social Life.

Indicator	4		3		2		1		Average	QD
	f	%	f	%	f	%	f	%		
1. I am challenged to show people that I am a good person	15	60	11	33	1	2	2	2	3	A
2. I am encouraged to join social gatherings.	17	68	9	27	1	2	2	2	3	A
3. I am encouraged to change my ways and reform well	23	92	3	9	2	4	1	1	4	SA
4. I am encouraged to support projects that involve community services	11	44	15	45	2	4	1	1	3	A
5. I am encouraged to become a socially responsible person	7	28	15	45	2	4	1	1	3	A
6. I am discouraged from showing people that I am a good person.	4	16	2	6	8	16	15	15	2	D

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7.	I am discouraged from joining social gatherings	2	8	0	0	14	28	13	13	2	D
8.	I am discouraged to change my ways and reform for good	2	8	1	3	8	16	18	18	2	D
9.	I am discouraged from supporting projects that involve community services.	1	4	3	9	10	20	15	15	2	D
10.	I am discouraged from being a socially responsible person.	1	4	2	6	8	16	18	18	2	D
OVERALL MEAN										**3**	**A**

Table 9 reveals how the respondents regard labeling attached to them by their families, neighbors, and friends on how they are encouraged in their social life. The overall mean of 3 indicates that all respondents "agree" that they are encouraged to do well in their social life due to the labeling attached to them.

As Maed showed how infants come to know persons first and only later come to know things. He stated that the central concept is the self-image our self-image is constructed of ideas about what others think about us. Human Behavior, Maed stated, is the result of meaning created by the social interaction of conversation, both real and imaginary.

Table 10. Distribution of the Respondents in terms of their Aspiration in Life

Aspiration in Life	Frequency	Percent
To have job.	25	86.207
To finish college.	2	6.897
To finish high school.	2	6.897
Total	**29**	**100**

Table 10 discloses the respondents' aspirations in life. Out of the total number of respondents, 25 (86.207%) wanted to have a job; and only 2 (6.897%) wanted to finish college or just to finish high school. The figures imply that the majority of the respondents prefer just to have a job they are not very concerned about finishing their studies.

As Menna discussed several theories of labeling which include Tannenbaum's theory, one of the drastic effects of labeling among the youth is the potential stoppage of their education. Since these young people are negatively tagged with several labels, they develop behavior of being anti-social which influences their attendance, performance, and interpersonal skills inside the schools.

While his works explore achievement influencing labeling, examining the influence of negative labeling on future achievement is important. If negative labeling inhibits future aspirations, some may never even be given a chance to rise in achievement levels and are influenced differently. Some students can resist labels and expectations, and making teachers change them is very difficult because of their power position (Rist, 2011).

Table 11. Relationship between the Respondents' Age and their Morale in Academic Life; Encouragement in Social Life and Aspirations in Life

Area of Influence	Correlation	Description of Correlation
Morale in Academic Life	0.30	Moderately Small Positive Correlation
Encouragement in Social Life	0.44	Moderately Small Positive Correlation
Aspirations in Life	- 0.46	Moderately Small Negative Correlation

Table 11 reveals the extent of relationship between the respondents' age and their morale in academic life; encouragement in social life; and aspirations in life. As shown by the computed correlation value of 0.30, there is a moderately small positive correlation between the respondents' age and their morale in academic life. This is an implication that while their age influences their drive-in academic life, it is only at a moderately small extent. Their encouragement to social life is also slightly affected by their age as evident of the computed correlation value 0.44. This simply means that their social life is not so much influenced by their age. In terms of their aspirations in life, the respondents' age is not of much effect as shown by the computed correlation value - 0.46. This means that as they grow older, their aspirations in life declines which shows their disinterest to have a better life as they become older.

In general findings, the profiles of the respondents also validate the age group of the respondents which range from 15-18. This age ranges are considered to be at the stage of pubertal-development when young people are exposed to psychological, social and emotional changes as influences by some factors which include their education.

Those negative labels that are being attached to these juvenile inmates should be given priority as one cause of being Children

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in Conflict with the Law, these will affect their performance in school, their social life, and most especially, their aspirations in life.

CONCLUSION AND RECOMMENDATION

Children in Conflict with the Law (CICLs) are predominantly high school males in their late teenage years and have been involved in drug-related cases. Despite these circumstances, positive labels are often assigned to the CICLs, primarily by those who are close to them, such as family and friends. Despite being labeled, most of these young individuals express a desire to continue their education, improve their social lives, and secure employment. The encouragement they receive in their social lives is influenced by both the labels they are given and the individuals who assign these labels. However, only the labels themselves seem to impact the academic lives of these children.

More attention and guidance should be extended by parents to high school children, especially males. Positive labels should be strengthened by family members, including the community, likewise, families and friends should be oriented on the labels that can be maintained or must be avoided. Furthermore, parents should encourage their children to finish their studies and help them achieve their aspirations in life to become law-abiding citizens. CICLs should also be given importance and be considered in the implementation of the Juvenile Justice System.

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