



# STUDENTS' LEVEL OF RISK FACTORS AFFECTING DELINQUENCY IN QUEZON BUKIDNON COMPREHENSIVE NATIONAL HIGH SCHOOL

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## ABSTRACT

*This study aimed to assess the levels of risk factors such as alcoholism, bullying, gambling, gang involvement, and truancy. The study explores how these factors impact both delinquent behaviors and academic performance among at-risk students.*

*The research uses a quantitative approach and utilizes a survey methodology with a self-made questionnaire. The questionnaire undergoes rigorous validity and reliability testing. The investigation focuses on 179 at-risk students to understand the dynamics of delinquent behavior. The data-gathering procedure includes obtaining permission, conducting pilot testing, and administering the questionnaire with strict privacy measures. Scoring is done using a 5-point Likert scale. The analysis of the collected data is guided by the statistical tools, such as weighted mean, ANOVA, and Pearson correlation.*

*The findings of the study revealed the significant impact of risk factors on at-risk students' behavior, particularly the role of truancy in influencing delinquency. It also establishes correlations between respondents' age and alcoholism, gambling, and gang involvement. Additionally, it identifies associations between parents' educational attainment and bullying behaviors, as well as the marital status of respondents' parents and truancy. The study suggests a collaborative approach involving educators, parents, and stakeholders to develop customized interventions based on the identified risk factors. By customizing strategies based on the challenges elucidated in this study, stakeholders can contribute to creating a safer and more supportive educational environment for at-risk students, addressing juvenile delinquency comprehensively.*

**KEYWORDS:** Risk Factors, Juvenile Delinquency, Academic Performance. At-risk students

## I. INTRODUCTION

Juvenile delinquency posed significant societal challenges in recent years in the Philippines, with notable increases in minor offenses and serious criminal acts among adolescents and young adults. Factors contributing to delinquency, including family environment, socioeconomic status, and technology, were extensively studied. A study conducted by Mwangangi (2019) identified family-related and external factors impacting delinquency, while Anjaswarni (2019) highlighted the influence of technology among six key variables. A study conducted by Karatoprak and Ayaz (2023) found differences in socioeconomic status and family background between juvenile delinquents and control groups, suggesting predictors like school dropout rates and family involvement in criminal activities. Despite extensive research, a critical gap existed in understanding and addressing delinquency factors at the local school level, such as Quezon Bukidnon Comprehensive National High School (QBCHS). Rising cases of alcoholism, bullying, gang involvement, gambling, smoking, and truancy prompted a study to investigate and mitigate these issues. The study aimed to understand

delinquency among QBCHS students, examining risk factors like alcoholism, bullying, gambling, gang involvement, and truancy, correlating them with academic performance during the 2022-2023 school years. It sought to identify demographics and risk factors to inform inclusive interventions.

## II. REVIEW OF RELATED LITERATURE AND STUDIES

This chapter provided a comprehensive review of related literature and studies pertaining to the research topic.

Juvenile delinquency poses a complex societal challenge, encompassing behaviors among minors that contravene legal norms and societal standards. Understanding the multifaceted nature of juvenile delinquency is pivotal for formulating effective preventive strategies and interventions to mitigate its impact on at-risk youth. This review synthesizes pertinent studies exploring risk factors associated with juvenile delinquency, their impact on



academic performance, and intervention strategies to address these challenges.

### Juvenile Delinquency and Risk Factors

The study conducted by Lo et al. (2021) investigated the impact of grade level and school atmosphere on delinquency rates, emphasizing the importance of a supportive school environment. Pinquart (2024) delineated the trajectory of alcohol consumption among young individuals, while Patr6-Hernández et al. (2020) underscored the correlation between adherence to gender norms and alcohol consumption. Pisinger et al. (2023) highlighted the association between parental alcohol problems and academic outcomes, while Skrzynski and Creswell (2020) explored solitary drinking's implications on alcohol-related behaviors. Galabo (2019) examined bullying in senior high schools, revealing various victimization forms and coping mechanisms. Additionally, Abuhammad et al. (2020) studied parental education's correlation with bullying, elucidating its intricate nature.

Kryszajtyś (2018) identified a strong correlation between problem gambling and delinquent behavior, stressing the need for comprehensive prevention strategies. Walters (2019) highlighted the global concern surrounding gang involvement and its contribution to delinquency. Mwansa (2021) and Modiba (2022) shed light on truancy prevalence and contributing factors, emphasizing its detrimental effects on academic performance. Sanchez et al. (2022) explored protective factors against truancy, particularly within single-parent households.

### Impact on Academic Performance

A study conducted by Obindah (2023) revealed the adverse relationship between juvenile delinquency and academic performance, emphasizing the influence of home, school, and peer environments. Jung Chen (2019) identified cumulative family risk's association with delinquency and academic performance, with parental alcoholism being a significant factor. Rustholz et al. (2021) demonstrated the detrimental effects of bullying on academic competencies, highlighting its pervasive impact across academic achievement levels.

### Intervention Strategies

A study conducted by Aazami et al. (2023) emphasized the role of family dynamics and community environments in mitigating delinquent behavior, advocating for holistic intervention approaches. Ramirez et al. (2024) highlighted the efficacy of school-based interventions, such as implementing anti-bullying laws and enhancing teacher and counselor involvement, in reducing bullying incidents.

### Statement of the Problem

Generally, this study sought to find answers on the student's level of risk factors affecting delinquency in Quezon Bukidnon Comprehensive National High School. Specifically, it aimed to answer the following questions:

1. What are the characteristics of the respondents in terms of:

- a. age;
  - b. sex;
  - c. grade level
  - d. parents' educational attainment; and
  - e. parents' marital status?
2. What are the levels of risk factors affecting delinquency in Quezon Bukidnon Comprehensive National High School in terms of:
- a. alcoholism;
  - b. bullying;
  - c. gambling;
  - d. gang; and
  - e. truancy?
3. What are the academic performances of the students involved in delinquency for the school year 2022-2023?
4. Are there a significant difference between the respondent's characteristics and the risks factors affecting juvenile delinquency?
5. Are there a significant relationship between the risk factors affecting delinquency and academic performance of At-Risk students?

## II. RESEARCH METHODOLOGY

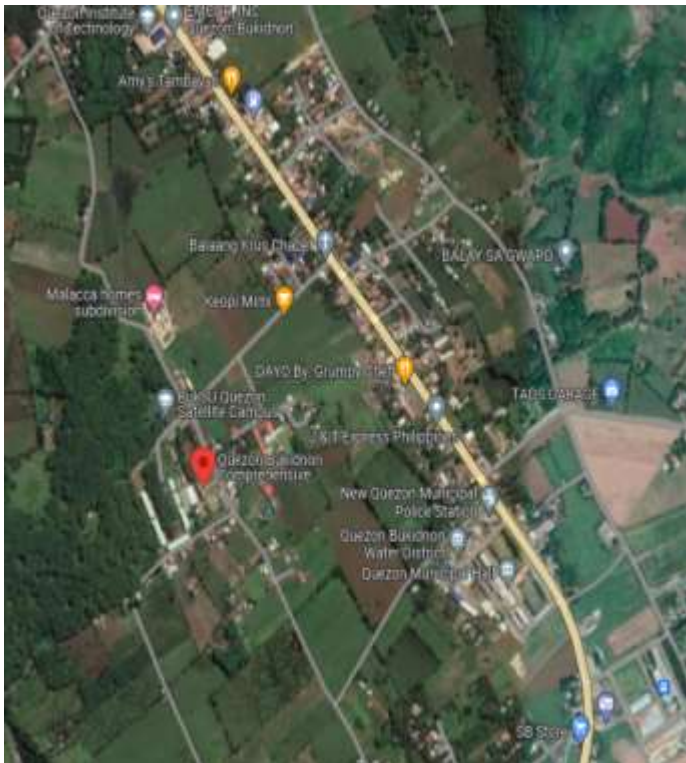
This chapter explained the research design employed, the locale of the study, the respondents and sampling procedures, the data gathering procedure, the validity and reliability of the instrument, the scoring procedure, and the statistical treatment of the data.

### Research Design

The study employed a quantitative research approach to explore the presence of risk factors associated with delinquent behavior among students at Quezon Bukidnon Comprehensive National High School. The research relied on a survey methodology, utilizing questionnaires as the primary tool for data collection. In essence, quantitative descriptive research offered a systematic and structured framework for gathering, analyzing, and interpreting numerical data to depict and summarize research phenomena. This approach was frequently employed to investigate relationships, patterns, and trends within extensive datasets.

### Research Setting

This study was conducted at Quezon Bukidnon Comprehensive National High School (QBCNHS), Mibando, Quezon, Bukidnon, adjacent to the Bukidnon State University Satellite Campus.



**Locale of the Study**

### Respondents of the Study

The respondents to this study were the one hundred seventy-nine (179) At-Risk students who were reported to the disciplinarian and guidance office for the period of school year 2021–2023. A Slovin formula was used to determine the total number of student respondents. The Slovin's Formula was given as follows:  $n = \frac{N}{1 + Ne^2}$ , where  $n$  was the sample size,  $N$  was the population size, and  $e$  was the margin of error. Out of the 326 recorded incidents of delinquency problems documented in the guidance and disciplinarian office, a total of 179 respondents were selected.

### Sampling Procedure

This study employed simple random sampling, ensuring equal chances of selection for all population members. It aims to represent the entire group objectively by randomly choosing a subset. This method involves assigning sequential values to each population item and then randomly selecting corresponding values to form the sample. Despite its simplicity, there's a risk of sampling error if the sample doesn't accurately reflect broader population characteristics. Simple random sampling stands out for its emphasis on equal probability for each member, distinguishing it from other sampling methods like systematic, stratified, or cluster sampling.

### Research Instruments

The research instrument was a self-made questionnaire that underwent pilot testing to assess its reliability and validity

### Instrument Validity and Reliability

The instruments underwent consultation with DepEd personnel in the Division of Bukidnon. Pilot testing showed strong internal consistency, with Cronbach's alphas for key variables ranging from 0.785 to 0.897. Overall, the instrument demonstrated high reliability, with a Cronbach's alpha of 0.921.

### Data-Gathering Procedure

The researcher created a self-made questionnaire as a research tool to collect data for the study. Before starting the survey, the researcher wrote a transmittal letter and sent it to the principal of Quezon Bukidnon Comprehensive National High School in Bukidnon. Upon receiving the letter, the principal of QBCNHS recommended addressing it to the School Division Superintendent of the Division of Bukidnon with new guidelines for conducting thesis studies for a master's degree.

### Statistical Treatment

The following statistical tools were utilized for the analysis and treatment of the data: frequency counts and percentages were employed to examine the demographic profile of the respondents. A weighted mean was used to analyze the risk factors that impact delinquency. Frequency counts and percentages were also utilized to analyze the academic performance of the students. Analysis of variance (ANOVA) was employed as the statistical tool to identify significant differences in the respondent's characteristics and risk factors associated with delinquency among the students. Finally, Pearson product-moment correlation was used to determine the significant relationship between the risk factors influencing delinquency and academic performance among students at Quezon Bukidnon Comprehensive National High School.

## IV. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA (SUMMARY)

*Distribution of summary of respondents' responses regarding the risk factors affecting delinquency among at-risk students.*

Risk Factors affecting Delinquency Among At-Risk Students at QBCNHS	Mean	SD	Description
Alcoholism	4.03	0.39	Large
Bullying	4.14	0.37	Large
Gambling	4.20	0.44	Large
Gang	4.20	0.47	Large
Truancy	4.22	0.38	Large
<b>Overall mean</b>	<b>4.16</b>	<b>0.21</b>	<b>Large</b>

The table indicated a high mean of 4.16 (SD=0.21), categorized as "large," across various delinquency factors like alcoholism, bullying, gambling, gang involvement, and truancy at QBCNHS. This highlighted the pressing need for holistic interventions. Insights revealed significant vulnerability among at-risk students, emphasizing proactive strategies involving collaboration among school stakeholders. Related studies by Skrzynski and Creswell (2020), Nazim (2019), Kryszajtyts (2018), Walters (2019), and



Modiba (2022) supported the complex nature of delinquency factors and the necessity for comprehensive interventions. Truancy stood out with the highest mean score of 4.22 (SD=0.38), underlining its impact on academic performance. Collaboration among educators and parents was crucial in addressing truancy effectively. The findings aligned with Mwansa's (2021) study, emphasizing the prevalence of truancy and its negative impact on academic performance. Although alcoholism had a relatively lower mean score of 4.03 (SD=0.39), it still warranted attention. Initiatives involving orientations and counseling sessions aimed to raise awareness about alcohol-related risks. Ongoing monitoring and addressing of alcoholism were crucial for maintaining a positive trend. The study by Pisinger et al. (2023) supported the influence of parental alcohol problems on school outcomes, emphasizing the need for continued intervention. *Summary of the significant differences in the risk factors of delinquency based on respondents' characteristics.*

Risk Factors on Delinquency	Variables	f-value	p-value	Test on Significance
Alcoholism	Age	5.27	0.002	Significant
Gambling		4.25	0.006	Significant
Gang Involvement		4.12	0.007	Significant
Alcoholism	Sex	0.84	0.35	Not Significant
bullying		0.47	0.49	Not Significant
Gambling		1.19	0.27	Not Significant
Gang Involvement		3.28	0.07	Not Significant
Truancy		0.15	0.69	Not Significant
Gang Involvement	Grade level	7.45	0.000	Significant
Bullying	Parents Educational Attainment	2.54	0.03	Significant
Truancy	Parents Marital Status	2.68	0.04	Significant

The study revealed significant associations between delinquency variables and various factors, including alcoholism, gambling, gang involvement, truancy, age, grade level, parent's educational attainment, and parent's marital status. These associations rejected the hypothesis and emphasized the influence of respondent characteristics on risky behaviors. For instance, the relationships between alcoholism, gambling, and age underscored

age as a critical factor influencing these behaviors. Similarly, connections between gang involvement and grade level, as well as bullying and parents' educational attainment, highlighted the impact of the school environment and family dynamics on delinquency. Understanding these associations allowed for targeted interventions, such as freshman orientation programs and family-oriented interventions. The study findings were supported by research conducted by Pinquart (2024) and Hollén, Dörner, Griffiths, and Emond (2020), which highlighted correlations between alcohol consumption and age, as well as gambling behaviors across different age groups. Additionally, insights from Widdowson, Garduno, & Fisher (2021) emphasized the initiation of gang involvement during high school years. The influence of parental education on bullying was echoed in the study by Abuhammad, Alnatour, & Howard (2020). However, contrasting perspectives on gender-specific variations in alcohol consumption and responses to gang exposure were presented by Patró-Hernández, Nieto Robles, & Limñana-Gras (2020) and Krakowski (2022), respectively.

*Results of the Pearson correlation analysis on the relationship between the risk factors of delinquency towards academic performance of the respondents.*

Delinquency Variables	Performance		
	r-value	p-value	Interpretation
Alcoholism	-.021	.777	Not Significant
Bullying	-.006	.938	Not Significant
Gambling	-.046	.543	Not Significant
Gang	.018	.808	Not Significant
Truancy	.038	.617	Not Significant

The study found no significant relationship between delinquency variables and academic performance among respondents, supporting the hypothesis. Despite passing grades due to teacher remediation efforts, many respondents continue to face challenges meeting subject requirements, indicating broader academic struggles beyond delinquency factors. This suggests a need for holistic approaches tailored to individual needs to improve academic outcomes. These findings contrast with studies by Jung Chen (2019) on family risk and academic performance, Rusteholz, Mediavilla, & Jiménez (2021) on bullying's impact, Alimi, Aderoju, Falade, & Atanda (2019) on online gambling, and Isah & Tijani (2023) on truancy's negative effect on academic performance, suggesting varied factors influencing academic success. Recommendations include parental involvement and awareness of truancy's consequences.

#### IV. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter provides an overview of the key findings and implications derived from the extensive analysis conducted in this study. This chapter aims to synthesize the main outcomes, draw primary conclusions, initiate a critical discussion on the



significance of the results, and propose pertinent recommendations for future research and practical applications.

### Summary of Findings

The following findings are shown based on the data provided:

#### Problem No.1

Based on the characteristics of the respondents, it was revealed that most respondents were 17 years of age. Majority of those engaged in delinquency were male, and the highest number involved in the risk factors of delinquency were in grade 11, as they had already been exposed to different types of delinquency. Moreover, most of the respondent's parents had an elementary level of education. Lastly, majority respondents' parents were married, which was vital to their behavior development.

#### Problem No. 2

Based on the level of risk factors for delinquency, it was revealed that most respondents affirmed that the level of risk factors could influence delinquency, with an overall mean of 4.16 (SD = 0.21), with a qualitative description of large. It was also revealed that among the levels of risk factors for delinquency, truancy emerged as the highest, with a mean of 4.22 (SD = 0.38), with a qualitative description of large.

#### Problem No. 3

Based on the respondents' academic performance, it was revealed that most respondents had passing grades in all subjects for the school year 2022-2023, with a fairly satisfactory description since all of them were given passing grades after the remediation program.

#### Problem No. 4

Based on the significant differences, it was revealed that age had a significant impact on alcoholism, gambling, and gang involvement. Moreover, grade level showed a significant relationship with gambling and gang involvement. Furthermore, parents' educational attainment had a significant impact on bullying, and finally, parents' marital status had a significant effect on gambling and truancy risk factors for delinquency.

#### Problem No. 5

Based on the examination of significant relationships between delinquency risk factors and the respondents' academic performance, it was revealed that none of the risk factors for delinquency had a notable impact on academic performance.

### Conclusions

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

In conclusion, the study underscores age as a key factor in delinquency risk among high school students, with males exhibiting greater propensity for delinquent behavior driven by aggression and impulsivity. Advancing grades correlate with increased engagement in delinquent behaviors due to experience, self-confidence, and peer influence. Socio-economic factors, like parental education, highlight the need for community-based

initiatives to address educational disparities and reduce delinquency. Family stability plays a crucial role, influencing adolescent values and mitigating delinquent behavior.

Truancy emerges as the predominant risk factor for delinquency, correlating strongly with engagement in delinquent behaviors. This emphasizes truancy's pivotal role as a potential precursor or indicator of delinquency, possibly due to the absence of a fully enclosed school environment. Socio-economic status also influences the likelihood of skipping classes.

The analysis reveals that respondents achieved passing grades in all subjects largely due to a remediation program's implementation. Challenges hindering some respondents from fully meeting program requirements indicate the necessity for further investigation to refine academic support programs' effectiveness.

Correlations between respondents' personal information and engagement in risky behaviors are identified, emphasizing the impact of age, grade level, parents' education, and marital status on participation in activities like drinking, gambling, bullying, gang involvement, and skipping school. Customized prevention strategies are crucial.

No significant relationships between delinquency risk factors and respondents' academic performance were found, suggesting the effectiveness of the remediation program. Ongoing efforts are needed to improve engagement and ensure full compliance with program requirements.

### Recommendations

Based on the conclusions, the following recommendations are drawn:

**School Administrator:** Advise the guidance counselor for early orientations for at-risk students, focusing on alcoholism. Monitor alcohol sales near the school and report cases to LGU officials. Prioritize infrastructure projects like constructing a school fence to deter alcohol-related incidents and improve academic focus.

**Teachers:** Design programs to address impulsivity and aggression in male students, promoting positive behavior. Enhance engagement strategies considering peer influence and confidence. Continuously improve the remediation program to provide effective academic support.

**Parents:** Recognize the importance of family stability and community involvement in supporting adolescents. Foster open communication with teenagers to address challenges effectively.

**Students:** Engage in remediation programs and comply with requirements. Be aware of age-related influences and seek support from teachers, counselors, and parents when needed.

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