Educational Interventions for Adolescent Delinquency: A Review of Holistic and Inclusive Approaches

Subrata Sen [1]

[1] Research Scholar, Department of Education, YBN University, Ranchi, Jharkhand, India.

Dr. Anil Kumar Yadav [2]

[2] Associate Professor, Department of Education, YBN University, Ranchi, Jharkhand, India.

ABSTRACT

Adolescent delinquency among high-school students poses significant challenges to educators and communities. This study explores the evolution of educational strategies aimed at preventing delinquent behaviours, highlighting a shift from punitive discipline to preventive, holistic approaches. Emphasizing social-emotional learning and restorative practices, these strategies foster resilience, empathy, and accountability, reducing negative conduct while promoting supportive school climates. Collaboration with families and community organizations further strengthens protective factors by addressing underlying social and economic influences. Additionally, the study addresses emerging challenges from technological advances and societal changes, such as cyber delinquency and cultural diversity, underscoring the need for adaptive, inclusive educational practices. The findings suggest that comprehensive, multi-level prevention efforts effectively reduce delinquency and support positive youth development, contributing to safer, more inclusive learning environments where students thrive academically and socially.

Keywords: *Adolescent Delinquency, Preventive Education, Social-Emotional Learning, Restorative Practices.*

1. INTRODUCTION

Adolescent delinquency represents a critical challenge for educators, parents, policymakers, and society at large. High-school students are at a particularly vulnerable stage, navigating complex developmental, social, and emotional transitions. This phase of life is marked by a growing desire for autonomy, heightened peer influence, and an increased risk of exposure to negative behaviours. When these pressures interact with factors such as family dysfunction, academic struggles, community disorganization, or socioeconomic disadvantage, they may lead some students to engage in delinquent practices ranging from truancy and substance abuse to theft, violence, or more serious crimes [1]. The consequences of such behaviours can be severe, affecting not only the individuals

involved but also their peers, schools, and broader communities. Over time, educational systems have sought to respond proactively to this problem by developing strategies to prevent delinquent behaviour before it escalates. Traditional approaches often relied on punitive measures, such as strict discipline codes, suspension, or expulsion, aimed at deterring negative conduct. However, research has increasingly shown that harsh punishments alone rarely address the underlying causes of delinquency and can even alienate students, pushing them further toward antisocial behaviour [2-5]. In light of this, educational strategies have gradually evolved toward more comprehensive, preventive, and rehabilitative models. Contemporary prevention strategies emphasize the importance of positive youth development, social-emotional learning, and restorative justice practices. Schools are now more aware of the importance of creating nurturing environments where students feel connected, supported, and empowered to make constructive choices. Programs focused on building empathy, resilience, conflict resolution skills, and responsible decision-making have gained popularity, reflecting a shift from punitive to supportive interventions. Additionally, mentorship programs, peer mediation, and family engagement initiatives play a critical role in reinforcing positive behaviour and promoting a sense of belonging among high-school students. Furthermore, collaborative partnerships between schools, families, and community organizations have become an essential component of modern delinquency prevention efforts. These partnerships recognize that educational institutions alone cannot shoulder the entire burden of prevention and that a community-wide effort is more effective in addressing complex social issues. By involving mental health professionals, law enforcement agencies, social workers, and local community groups, schools can adopt a holistic approach to support at-risk students and intervene before negative patterns become entrenched. The rise of technology has also influenced both the risk factors for delinquency and the strategies to prevent it. Cyberbullying, online harassment, and other forms of digital misconduct have emerged as new challenges requiring updated educational responses. Schools have begun integrating digital literacy and responsible technology use into their prevention frameworks to address these evolving threats. This study aims to explore how educational strategies to prevent delinquent activities among high-school students have developed over time. It will examine traditional practices, the transition to more holistic and restorative models, and the emerging trends shaped by technological and societal change. Through analysing these evolving strategies, the study seeks to identify best practices that can be adapted to diverse educational contexts. Ultimately, strengthening preventive efforts within schools is essential for promoting safe, supportive, and inclusive learning environments where all students can thrive and contribute positively to society [6].

1.1 Shift from Punitive to Preventive Approaches

In the past, educational institutions often relied on punitive approaches to address delinquent behaviours among high-school students. Strategies such as suspension, expulsion, detention, and zero-tolerance policies were commonly applied with the belief that harsh consequences would deter negative conduct. However, growing evidence suggests that these punitive methods frequently fail to address the root causes of delinquency and may even exacerbate the problem by alienating students from the school community. Isolating students through exclusionary discipline can reinforce a sense of rejection, push them toward antisocial peer groups, and increase their likelihood of engaging in

further delinquent activities. Recognizing these unintended consequences, educational systems have gradually shifted toward preventive approaches that focus on early intervention, support, and rehabilitation rather than punishment alone. Preventive strategies aim to identify at-risk students before problematic behaviours escalate, addressing the personal, familial, and social factors that contribute to delinquency. These approaches include counselling services, behaviour modification programs, mentorship initiatives, and social-emotional learning curricula that equip students with coping skills, empathy, and conflict resolution abilities. Through fostering a positive school climate, educators can create environments where students feel valued, respected, and supported, reducing the likelihood of acting out in harmful ways. Moreover, preventive frameworks often involve collaboration with families, community organizations, and mental health professionals to build a safety net around vulnerable adolescent. This holistic perspective helps schools move beyond simply reacting to negative behaviour, instead prioritizing a proactive culture of care and inclusivity. Overall, the shift from punitive to preventive educational strategies marks an important evolution in addressing delinquency among high-school students. Through tackling the underlying causes of antisocial behaviour and promoting positive development, these modern approaches hold greater promise for breaking cycles of delinquency and guiding students toward more constructive, fulfilling life paths [7].

1.2 Integration of Social-Emotional Learning and Restorative Practices

Promoting Social-Emotional Learning to Build Resilience and Empathy: Social-emotional learning (SEL) has become a cornerstone of modern educational strategies for preventing delinquent practices among high-school students. SEL programs are designed to help adolescents develop essential competencies such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These skills empower students to handle stress, manage conflicts, and make ethical choices. By teaching empathy, emotional regulation, and effective communication, SEL equips students with tools to navigate peer pressure, family challenges, and the frustrations that might otherwise trigger delinquent behaviour. Schools implementing SEL frameworks often observe a reduction in aggression, bullying, and other disruptive behaviours, alongside improvements in academic achievement and school engagement. When students learn to identify and manage their emotions, they are less likely to react impulsively or resort to violence. In this way, social-emotional learning acts as a protective buffer, fostering resilience and a sense of connectedness that reduces the likelihood of delinquent acts. Moreover, SEL supports the development of positive relationships between students and teachers, strengthening the trust and respect necessary for a supportive school climate.

Restorative Practices as Alternatives to Traditional Discipline: Restorative practices have gained widespread recognition as an effective alternative to exclusionary or punitive discipline in high schools. Rooted in principles of accountability, healing, and community restoration, restorative practices focus on repairing harm rather than simply punishing wrongdoing. Techniques such as restorative circles, peer mediation, and conflict-resolution conferences allow students to discuss the impact of their actions, understand the harm they have caused, and actively participate in making

amends. This process promotes personal responsibility while maintaining the student's connection to the school community. Rather than pushing students out of the educational system, restorative approaches keep them engaged and give them opportunities to learn from their mistakes. Through involving victims, offenders, and the broader school community in dialogue and problem-solving, restorative practices help rebuild trust and foster a sense of fairness and inclusion. Research has shown that schools applying restorative justice methods often experience significant reductions in suspensions, repeat offenses, and serious behavioural incidents. These outcomes demonstrate how restorative frameworks not only address immediate conflicts but also build a culture of respect, empathy, and shared accountability that can prevent future delinquent behaviours. Ultimately, integrating restorative practices into educational policy aligns with the broader goal of creating a safe, supportive, and rehabilitative learning environment for all students.

1.3 Community and Family Collaboration

Strengthening Family Engagement to Prevent Delinquency: Family involvement plays a critical role in preventing delinquent behaviours among high-school students. Research shows that strong family bonds, open communication, and positive parenting practices significantly reduce the likelihood of adolescents engaging in antisocial activities. Schools are increasingly partnering with families through parent-teacher associations, family counselling services, and regular communication channels to build trust and shared responsibility. Workshops and parent education programs help caregivers understand adolescent development, recognize early warning signs of delinquency, and develop effective discipline strategies rooted in empathy rather than harsh punishment. Through involving families directly in behaviour-support plans and school activities, students gain a consistent message of positive expectations both at home and at school. This collaborative effort ensures that protective factors such as parental monitoring, emotional support, and shared values are reinforced, creating a stronger safety net against delinquent practices.

Collaborating with Community Organizations and Stakeholders: Beyond families, community organizations and local stakeholders have become vital partners in modern delinquency prevention strategies. Schools now actively work with social service agencies, mental health professionals, youth organizations, and even law enforcement to coordinate early interventions and outreach programs. These collaborations provide wraparound services, such as mentoring, after-school activities, and mental health support, that address the broader social and economic factors contributing to student delinquency. Community partnerships help extend the reach of schools by providing resources and expertise that educational institutions alone may lack. For example, local nonprofits can offer vocational training or substance abuse prevention programs, while community centers can serve as safe spaces for constructive recreation. Through weaving together these supports, high schools create a unified network of care that strengthens protective factors and empowers students to make positive choices. Such coordinated efforts promote resilience, reduce risk, and build a sense of shared community responsibility for youth development and well-being.

1.4 Adapting to Technological and Societal Changes

Addressing Cyber Delinquency and Digital Misconduct: The rapid growth of technology and widespread access to the internet have introduced new forms of delinquent behaviours among high-school students, including cyberbullying, online harassment, identity theft, and the sharing of explicit or harmful content. These digital forms of misconduct can have severe psychological, social, and even legal consequences for victims and perpetrators alike. Recognizing this, educational strategies have evolved to include digital citizenship education, teaching students responsible, respectful, and ethical use of technology. Schools now integrate lessons on online safety, privacy, and the risks of inappropriate digital behaviour within their curricula to raise awareness of the consequences of cyber delinquency. Additionally, policies have been updated to address online offenses, ensuring consistency with broader school discipline frameworks. Programs focused on bystander intervention also encourage students to speak up and seek help when they witness cyberbullying or harmful behaviour online. Through equipping students with the skills and knowledge to navigate the digital landscape responsibly, schools can proactively prevent technology-driven delinquent practices and protect students from victimization in online environments.

Responding to Shifting Societal Pressures and Cultural Changes: Alongside technological challenges, societal and cultural changes have also influenced patterns of delinquent behaviour among adolescents. Factors such as changing family structures, migration, urbanization, and shifting social norms can all affect student attitudes and risk behaviours. For example, increased exposure to violence in media or the normalization of aggressive behaviour through social platforms can influence adolescents' perceptions of acceptable conduct. In response, educational strategies now place greater emphasis on cultural competence and inclusivity, recognizing the diverse backgrounds and experiences of high-school students. Schools are incorporating culturally responsive teaching practices to connect meaningfully with students from different communities, acknowledging their unique challenges and strengths. Moreover, mental health awareness campaigns and trauma-informed educational practices have gained importance in addressing societal stressors that may drive delinquent acts, such as economic hardship, discrimination, or family disruption. Through creating a supportive and inclusive school culture, educators help students develop a sense of belonging and resilience, making them less vulnerable to the influence of negative societal pressures. Ultimately, adapting to these shifting cultural and societal dynamics allows schools to remain relevant, responsive, and effective in preventing delinquent behaviours in today's complex and rapidly evolving world.

2. RELATED REVIEWS

Freelin et al. (2023) had conducted a quasi-experimental study to assess whether changing schools during the transition from 8th to 9th grade influenced adolescent delinquency, drawing on data from over 14,000 students across 26 public school districts in the PROSPER study. The dataset had tracked students across eight waves from 6th through 12th grade, allowing a direct comparison between those who changed schools and those who remained in the same school. The researchers had found that students who transitioned to a new school reported significantly lower delinquency after

the move compared to peers who did not, with this effect persisting through 10th grade. The decline in delinquency had been especially marked in multifeeder transitions, where adolescents from multiple middle schools converged into a single high school. It was observed that these students reported having fewer delinquent friends and engaged in less unstructured socializing, factors that partly mediated the reduction in delinquent behavior. The findings had offered some support for theories of differential association and routine activities and underscored how a critical, yet understudied, life transition could substantially shape patterns of adolescent delinquency, highlighting the potential for changes in social context to reduce juvenile delinquency across high school years.

Obokata and Pauen (2023) had examined how adolescents' online communication with strangers (OCS) related to mild delinquency among junior high school students and which risk factors were linked to both behaviors while considering gender differences. They had surveyed 1,873 Japanese adolescents aged 12–15, who completed online questionnaires assessing internet usage patterns, parental behaviors like violence and monitoring, and individual characteristics such as depression and self-control. Their sequential model testing had shown that longer internet use was associated with both OCS and delinquency, while the diversity of online activities was linked only to OCS. For girls, low self-control and parental violence predicted both behaviors, whereas for boys, these factors predicted only mild delinquency; additionally, depression was related to both outcomes in boys. Parental monitoring had emerged as a protective factor, showing negative associations with OCS among girls and delinquency among boys. Overall, OCS was suggested to serve a function for girls similar to that which mild delinquency served for boys, and the authors had discussed implications for preventive interventions and future research.

Ifedigbo et al. (2023) that juvenile delinquency had increased steadily since World War II across both industrialized and developing nations, manifesting in higher early school dropout rates among boys and girls, the proliferation of street children, and escalating crime rates in urban and rural areas alike. They had undertaken a study aimed at identifying the factors precipitating delinquent behaviour among secondary school students and exploring effective prevention strategies. Their research, which involved 290 randomly selected SS II and SS III students (163 males and 127 females aged 15–17 years, with a mean age of 16.22), employed three standardized instruments along with a correlational design analyzed through Pearson product-moment correlation. The findings had revealed that peer influence showed a positive and significant correlation with adolescents' delinquent behaviour ($r = .15$, $p = .01$), while parenting styles—demandingness, responsiveness, and autonomy granting—also correlated positively and significantly ($r = .25$, $r = .29$, and $r = .46$ respectively, all $p = .01$). Consequently, the authors had recommended the development of curricula designed to sensitize key stakeholders in children's lives to the detrimental effects of poor socialization, violence, drug abuse, and substance use on adolescent behaviour.

Sylvia (2023) had reported that for decades, juvenile deviant behaviours had constituted a major concern to psychologists, criminologists, educationists, and society at large, prompting many scholars to examine their moral, social, and developmental implications. The study had focused on comparing day and boarding students regarding juvenile delinquent behaviours, adopting Rotter's

(1954) Social Learning Theory, which had been considered the most credible framework since it posited that behaviour was socially learned through the interaction of environment and psychological processes. The research had involved 377 students (190 males and 187 females; 185 day students and 192 boarders), aged between 14 and 17 years, with a mean age of 16.22 and a standard deviation of .71. It had been hypothesized that day students would significantly exhibit more delinquent behaviours than boarding students, and that male students would significantly differ from female students. The Psychopathic Deviate Scale by Hathaway and McKinley (1967) had served as the primary instrument, and participants had been randomly selected from secondary schools in Anambra State. Independent t-test statistics had been used to compare the groups. The findings had strongly suggested that day students showed more juvenile delinquent behaviours than boarding students, and that male students significantly differed from female students in this regard. The study had therefore concluded that boarding schools, rather than posing developmental threats, helped nurture adolescents towards proper development and necessary adjustment.

Marwiyah et al. (2022) had discussed the strategies employed by Islamic Religious Education teachers to address student delinquency at SMA Negeri 3 North Luwu. The study had aimed to identify the forms of student misbehaviour, the strategies used to manage them, and the obstacles encountered by teachers. Using a descriptive qualitative approach, data had been gathered through observation, interviews, and documentation, then analysed in stages of reduction, presentation, and verification. The findings had revealed that student delinquency manifested in various forms, including tardiness, leaving class, truancy, fighting, inappropriate use of electronic devices, and even confrontations with teachers. To address these issues, teachers had implemented both preventive and curative strategies, such as activating religious activities, motivating students, collaborating with stakeholders, providing guidance, and imposing disciplinary measures. However, several obstacles had been identified, including the high number of students, insufficient cooperation among principals, teachers, and students, and the uncontrolled use of social media. This research had ultimately contributed insights intended to inform the improvement of educational practices in the future.

Choi et al. (2022) had argued that although researchers had long attempted to clarify the link between violent media exposure and aggression, there had been relatively little empirical evidence regarding the association between television viewing and delinquency. Drawing upon lifestyle-routine activities theory, the authors had proposed that television watching could be understood as a routine activity that kept juveniles at home and thereby reduced their exposure to situational opportunities for delinquent behavior. They had employed a large longitudinal dataset on South Korean youth to explore this relationship, and their negative binomial regression analyses had demonstrated that time spent watching television was negatively associated with delinquency, even after controlling for factors drawn from multiple criminological theories. Their findings had indicated that while excessive television viewing might still be unadvisable due to other potential drawbacks, it nonetheless appeared to exert a modest delinquency-reducing effect among young people.

Obungwah (2022) had examined the relationship between emotional intelligence and delinquent behaviour among secondary school students in Obio/Akpor Local Government Area of Rivers State. The study had adopted a correlational research design, framed around three purposes, three research questions, and three hypotheses. The population had comprised 17,227 senior secondary students drawn from 20 schools. The research instruments had been subjected to face validity by the researcher's supervisor and two measurement experts, while their reliability had been established using the Cronbach Alpha method, yielding indices of 0.67 for the Self Emotional Intelligence Inventory and 0.80 for the Students' Delinquent Behaviour Inventory. Data analysis had involved Pearson Product Moment Correlation to answer the research questions and test the hypotheses at the 0.05 significance level. The findings had indicated that self-awareness, social awareness, and emotional maturity did not have significant relationships with students' delinquent behaviour, leading to the retention of all null hypotheses. It had been concluded that these dimensions of emotional intelligence still played some role in influencing delinquent tendencies. Consequently, recommendations had been made, suggesting that teachers should acquire adequate information to help students manage their emotions and that policymakers should design educational programmes specifically targeting emotional intelligence to mitigate antisocial behaviours.

Khotimah et al. (2021) had described that SMP Negeri 5 Blitar City had been considered a complex school situated near SMP Negeri 3, 5, and 6, whose students were frequently reported to engage in deviant behaviors such as smoking, truancy, and daily fighting. The researchers had employed a phenomenological qualitative approach, gathering primary data through observations and in-depth interviews with students known for repeatedly violating school rules, while secondary data had been collected from printed documentation—like photographs and records of delinquency—and audiovisual materials capturing such violations. Referring to Miles and Huberman's (1984) framework, they had explained that the data analysis had been conducted interactively and continuously until saturation, involving steps of data reduction, data display, and drawing conclusions or verifying findings. Their study had revealed that students' perceptions of juvenile delinquency were very low, as reflected in several indicators: a narrow understanding of delinquency as merely breaking school rules, a high prevalence of such behavior, a sense of habituation and indifference among perpetrators, a lack of concern for its consequences, and passive reactions from peers witnessing these acts.

Chow (2021) had drawn primarily on the concepts of self-control, differential association, and social bond to examine delinquent and risk behaviours among high school students in a Canadian prairie city, where 262 students from 14 schools had participated through a self-administered questionnaire survey. The findings had indicated that a significant proportion of students had engaged in a range of risk behaviours—including drinking, unprotected sex, and smoking—and delinquent activities such as theft, vandalism, and use of illegal substances. Results from multiple ordinary least-squares regression analyses had revealed that males, older students, and those whose parents possessed lower educational attainment, who had regarded religion as less important, scored lower on self-control, reported more close friends using illegal drugs, and had experienced victimisation by violent or property crime were more likely to be involved in risk behaviours. Additionally, male students, those

with lower self-control, those associating with peers engaged in illegal drug use, and those reporting prior victimisation had been significantly more prone to delinquent conduct. The paper had briefly discussed policy implications for institutional interventions based on these observations.

Olalere and colleagues (2021) had investigated the impact of peer groups on juvenile delinquency among secondary school students in Nigeria, and had explored the problems associated with juvenile delinquency in that context. Their study had specifically examined behaviors such as bullying of friends, student fighting, poor moral character, and improper dressing. Grounded in Travis Hirshi's social learning theory, the research had employed a cross-sectional sample of 600 respondents drawn from the target population. The researchers had distributed structured questionnaires designed via Google Forms to collect the students' perceptions of the issue. The data gathered from the completed questionnaires had then been statistically analyzed to test three hypotheses focusing on the problem. The findings had revealed a significant impact of peer groups on juvenile delinquency among these students, suggesting that the influence exerted by peers was substantial. Consequently, it had been recommended that school management should engage more actively in the socialization of students, particularly regarding peer group dynamics, by organizing seminars to educate them about the dangers inherent in negative peer influences. Moreover, the government had been advised to formulate policies to curb juvenile delinquency in schools and to allocate funds to support research and workshops addressing the issue.

Kleinke et al. (2021) had highlighted that conclusions about individual delinquent behavior development across the life-course were often based on repeated interviews of the same respondents using panel data, where missing data—particularly unit nonresponse and panel attrition—posed significant threats to the validity of statistical inferences. They noted that multiple imputation (MI) was a state-of-the-art method for addressing such missing data issues, yet until recently, MI methods suitable for highly skewed, zero-inflated, and repeatedly measured count data, like yearly delinquent behavior counts, had not been available. Earlier solutions typically involved data transformations and rounding to apply MI techniques based on multivariate normal models, as exemplified by Reinecke and Weins (2013), who analyzed adolescent delinquency data from a four-wave panel. However, recent research had suggested that such "normalizing" approaches might be problematic because they imposed implausible distributional assumptions, which could bias results when empirical data deviated strongly from these assumptions. In their paper, Kleinke et al. re-analyzed the Reinecke and Weins data using MI models with parametric assumptions aligned with a growth curve model tailored for zero-inflated count data. Their results indicated a decreasing likelihood of reporting zero offenses over time, with a turning point near age 15, while delinquency versatility increased early in adolescence before declining, reflecting the typical age-crime curve. Furthermore, boys and students from lower educational tracks displayed higher delinquency versatility. Comparing their findings with the original ones by Reinecke and Weins, they corroborated recommendations by Yu et al. (2007) to prefer missing data methods with appropriate distributional assumptions.

Tanner-Smith et al. (2020) were reported to have investigated recovery high schools (RHSs), which provided both educational programming and therapeutic support for adolescents recovering from substance use disorders (SUDs). Their study aimed to determine whether students with SUDs attending RHSs exhibited less delinquency and substance use compared to those attending non-

RHSs, and to explore how social problem-solving styles might influence these outcomes. Using a longitudinal quasi-experimental design with a propensity-score balanced sample of 260 adolescents from Minnesota, Wisconsin, and Texas, they employed negative binomial regression models to analyze data at 6- and 12-month follow-ups. The findings were said to indicate that RHS students reported less frequent delinquent behavior while intoxicated and fewer days of substance use than their non-RHS counterparts. However, the benefits of RHS attendance appeared limited for students with maladaptive problem-solving styles, such as impulsive or avoidant tendencies. Ultimately, the authors concluded that RHSs represented a promising continuing care approach for youth in recovery, though their effectiveness might vary depending on individual problem-solving styles.

Padilla (2020) conducted a descriptive-correlational study to explore psycho-social factors influencing delinquent behaviors among Junior High School students in selected schools in Agoo, La Union. The research utilized total enumeration and analyzed data through frequency counts, percentages, weighted means, and Pearson correlation on information collected from standardized tests and self-constructed questionnaires. It was reported that most respondents were male adolescents, middle-born, from low-income families, and exhibited fairly satisfactory academic performance. The study found that participants had moderately low self-esteem and emotional intelligence, good family relations, poor relationships with teachers, and very good peer relations. Their delinquent behaviors were described as moderately intense, occurring 4 to 5 times weekly over approximately one year. Additionally, it was noted that male and younger students from lower-income families were more likely to engage in delinquency. Low self-esteem and empathy were also linked to higher delinquent tendencies, while weak school relations and a peer-centered orientation were said to increase the likelihood of such behaviors.

Ihendinihu (2020) was reported to have assessed the influence of counseling on participation in academic activities and performance of delinquent secondary school students in Abia State, Nigeria, focusing on Mathematics. The study was said to have employed an experimental research design, guided by four research questions and two hypotheses tested at the 0.05 significance level. The subjects reportedly included 110 individuals, comprising 20 mathematics teachers and 90 delinquent students from public secondary schools. Data were collected using a researcher-designed rating scale, which experts validated and found to have a reliability index of 0.79, alongside students' Mathematics scores. Analysis was conducted using mean, standard deviation, and t-test. The findings were indicated to show significant differences favoring the experimental group in both teacher ratings of student participation and academic performance in Mathematics. The study concluded that counseling had a significant positive effect on delinquent students' academic participation and achievement and recommended deploying guidance counselors to all secondary schools, early referral of erring students and their guardians to counseling, and inclusion of counseling time in the secondary school curriculum.

Kim et al. (2020) were reported to have reviewed numerous studies that had examined significant factors related to school delinquency among adolescents, such as relationship violence, property damage, and threats to student safety. However, they noted that students' coping behaviors after experiencing or witnessing such delinquency had not been thoroughly investigated. Their study was said to have contributed to the existing literature by identifying key factors at individual, family, and school levels influencing the likelihood that 226 Caribbean students would report delinquency to

school personnel. Data were obtained from the Caribbean Youth Violence Survey involving middle and high school students from five Caribbean countries. Their hierarchical multiple regression analyses reportedly indicated that female students were more likely than males to report delinquent behaviors. Additionally, family cohesion and family disorganization were found to significantly decrease reporting behaviors, whereas school bonding was associated with increased reporting. The study concluded by suggesting practical implications and future research directions aimed at developing comprehensive mechanisms to address the multifaceted factors affecting students' active coping with school delinquency.

3. FINDINGS FROM EXISTING REVIEWS

Author Name (Year)	Methodology	Objective	Findings
Freelin et al. (2023)	Quasi-experimental; longitudinal data from 14,000+ students across 26 districts; 8 waves (6th–12th grade)	Assess impact of school change during 8th to 9th grade transition on adolescent delinquency	Students changing schools reported significantly lower delinquency, especially in multifeeder transitions; fewer delinquent friends and less unstructured socializing partly mediated this effect.
Obokata & Pauen (2023)	Survey of 1,873 Japanese adolescents (12–15 years); online questionnaires; sequential model testing	Examine relation of online communication with strangers (OCS) to mild delinquency and related risk factors, by gender	Longer internet use linked to OCS and delinquency; parental violence and low self-control predicted both for girls; depression predicted both for boys; parental monitoring was protective; OCS may serve similar social function for girls.
Ifedigbo et al. (2023)	Correlational design; 290 SS II and III students (15–17 years); standardized instruments; Pearson correlation	Identify factors precipitating delinquency and explore prevention among secondary school students	Peer influence positively correlated with delinquency (r=.15); parenting styles (demandingness, responsiveness, autonomy granting) also correlated significantly; recommended curricula to sensitize stakeholders on socialization and substance abuse.
Sylvia (2023)	Comparative study; 377 students (14–17 years); Psychopathic Deviate Scale; independent t-tests	Compare juvenile delinquent behaviours in day vs. boarding students; gender differences	Day students showed more delinquent behaviour than boarding students; males differed significantly from females; boarding schools helped nurture proper development and adjustment.

Marwiyah et al. (2022)	Descriptive qualitative; observation, interviews, documentation; data reduction & verification stages	Identify forms of student delinquency, management strategies, and obstacles among Islamic education teachers	Delinquency included tardiness, truancy, fighting, etc.; teachers used preventive and curative strategies like religious activities and collaboration; obstacles included large student numbers, poor cooperation, and social media use.
Choi et al. (2022)	Longitudinal dataset; negative binomial regression; South Korean youth	Examine association between TV viewing and juvenile delinquency via lifestyle-routine activities theory	TV watching negatively associated with delinquency, suggesting it reduces exposure to delinquent opportunities despite other drawbacks.
Obungwah (2022)	Correlational design; 17,227 senior secondary students; instruments validated for reliability; Pearson correlation	Investigate relationship between emotional intelligence (EI) and delinquent behaviour	Self-awareness, social awareness, emotional maturity showed no significant relationship with delinquency, but EI dimensions still influenced delinquent tendencies; recommended EI education and teacher training.
Khotimah et al. (2021)	Phenomenological qualitative; observations and in-depth interviews with known violators; data saturation; document review	Explore students' perceptions and manifestations of juvenile delinquency at SMP Negeri 5 Blitar City	Students had narrow, habituated, indifferent perceptions of delinquency, mostly as breaking school rules; passive peer reactions and normalization of deviance observed.
Chow (2021)	Survey of 262 high school students; self-administered questionnaire; multiple regression analyses	Examine delinquency and risk behaviour predictors including self-control, peer influence, victimization	Males, older students, lower parental education, low self-control, peers using drugs, and victimization predicted higher risk and delinquent behaviours.
Olalere et al. (2021)	Cross-sectional survey; 600 secondary students; structured questionnaires; statistical hypothesis testing	Investigate peer group influence on juvenile delinquency and related problems	Peer groups had a significant impact on delinquency; recommended seminars on peer socialization and government policies to curb delinquency.
Kleinke et al. (2021)	Re-analysis of panel data using multiple imputation models for zero-inflated count data	Address missing data in delinquency panel studies; describe delinquency development across adolescence	Delinquency decreased over time with a peak around age 15; boys and lower track students had higher delinquency versatility; methods with appropriate assumptions preferred over normalizing transformations.

Tanner-Smith et al. (2020)	Longitudinal quasi-experimental; propensity-score balanced sample of 260 adolescents; negative binomial regression	Assess whether recovery high schools reduce delinquency and substance use	RHS students reported less delinquency and substance use; benefits limited for those with maladaptive problem-solving styles; RHSs promising but individual differences important.
Padilla (2020)	Descriptive-correlational; total enumeration; standardized and self-constructed questionnaires; frequency and correlation analyses	Explore psycho-social factors influencing delinquent behaviours in junior high students	Delinquency moderately intense; males, younger, low-income more delinquent; low self-esteem/empathy and poor school relations linked to delinquency; good peer relations noted.
Ihendinihu (2020)	Experimental design; 110 subjects (teachers and delinquent students); researcher-designed rating scale; t-tests	Assess counseling impact on academic participation and performance of delinquent students	Counseling significantly improved academic participation and math performance; recommended widespread counseling and early intervention in schools.
Kim et al. (2020)	Hierarchical multiple regression; Caribbean Youth Violence Survey of 226 students	Identify factors influencing students' reporting of delinquency to school personnel	Females more likely to report; family cohesion and disorganization decreased reporting; school bonding increased reporting; practical implications for improving reporting mechanisms suggested.

4. FINDINGS AND CONCLUSIONS

4.1 Findings

Shift from Punitive to Preventive Approaches

- Traditional punitive disciplinary methods such as suspension and expulsion have often failed to reduce delinquency effectively and may worsen student alienation.
- Preventive strategies emphasizing early intervention, support, and rehabilitation show promise by addressing root causes and fostering positive school climates.
- Collaboration with families and community resources strengthens preventive efforts and provides holistic support to at-risk students.

Integration of Social-Emotional Learning (SEL) and Restorative Practices

- SEL programs develop critical competencies like emotional regulation, empathy, and responsible decision-making that reduce aggression, bullying, and impulsive behaviors.
- Restorative practices that focus on accountability and repairing harm rather than punishment decrease suspensions and repeat offenses, while promoting fairness and school connectedness.
- Both SEL and restorative justice contribute to nurturing supportive, inclusive environments that reduce delinquent behaviours.

Community and Family Collaboration

- Strong family engagement, positive parenting, and open communication significantly lower delinquency risk.
- Schools partnering with families through education and counselling programs foster consistent behavioral expectations.
- Community partnerships expand resources and services addressing social and economic factors influencing delinquency, such as mentoring, vocational training, and mental health support.

Adapting to Technological and Societal Changes

- Cyber delinquency (e.g., cyberbullying, online harassment) poses new challenges requiring digital citizenship education, policy updates, and bystander intervention programs.
- Societal changes like migration, urbanization, and evolving social norms affect adolescent behaviour, necessitating culturally responsive teaching and trauma-informed practices.
- Schools that adapt to these dynamics cultivate resilience and inclusivity, better preventing delinquency in a complex social environment.

4.2 Conclusion

Adolescent delinquency among high-school students is a multifaceted issue influenced by individual, familial, social, and technological factors. Educational strategies have progressively evolved from traditional punitive disciplinary models toward comprehensive preventive frameworks that emphasize early intervention, social-emotional learning, restorative justice, and collaborative partnerships. These approaches collectively foster positive school climates that support emotional development, personal accountability, and constructive social engagement. Moreover, the integration of family and community resources strengthens protective factors by creating unified support systems. As digital technologies and societal contexts rapidly change, schools must continue to adapt their strategies to address emerging challenges such as cyber delinquency and cultural diversity. By embracing holistic, inclusive, and evidence-based practices, educational institutions can more effectively prevent delinquent behaviours, promote student well-being, and contribute to safer, more supportive learning environments. Ultimately, this proactive shift not only mitigates immediate behavioural issues but also helps guide adolescents toward healthier developmental trajectories and positive societal participation.

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