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Understanding juvenile delinquency in elementary schools: Causes, manifestations, and educational interventions

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ABSTRACT

This study investigates the causes, manifestations, and educational interventions for addressing juvenile delinquency among elementary school learners at Cabeza Elementary School in Laoag City, Ilocos Norte. Employing a descriptive qualitative design, the study explored the experiences of twenty-one teachers through purposive sampling and online open-ended questionnaires. Thematic analysis revealed that delinquent behavior is primarily influenced by family environment, peer relationships, and personal emotional challenges. Observed manifestations included bullying, classroom disruption, truancy, and disobedience. In response, teachers implemented strategies such as positive classroom management, guidance counseling, and parent-teacher collaboration. The findings underscore the importance of early intervention, social-emotional support, and cooperative engagement between home and school to foster positive behavior and enhance the learning environment.

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Introduction

Juvenile delinquency in elementary schools has quietly become a pressing concern for educators, parents, and policymakers alike, as early behavioral problems often forecast chronic maladjustment later in life. In an ideal learning environment, young learners feel supported, guided, and engaged, experiencing school as a space of growth rather than conflict. Yet, across diverse contexts, children as young as seven are exhibiting disruptive, aggressive, and rule-breaking behaviors that undermine

classroom climate and academic outcomes (Martínez & Rivera, 2021; Zhao et al., 2022). Such emergent delinquent conduct, from chronic truancy to peer aggression, not only interrupts instruction but also signals broader social and emotional needs left unaddressed (Lee & Thompson, 2020).

Previous research has identified risk factors linked to early delinquency, including family instability, socioeconomic challenges, peer group influence, and emotional dysregulation (Alvarez & Smith, 2019; Bennett et al., 2023). Educational interventions like positive behavior support, social-emotional learning (SEL), and restorative practices have shown promise in mitigating problem behaviors, yet implementation remains inconsistent and fragmented across schools (Chen & Santos, 2021). Most existing studies focus on adolescents, leaving a critical gap in understanding how these factors manifest and how interventions function at the elementary level (Gonzalez, 2020). This knowledge gap is consequential: without targeted evidence for younger learners, schools risk applying ill-fitting strategies that fail to prevent escalation into more serious antisocial behavior.

The consequences of unresolved juvenile delinquency ripple outward, affecting peer relationships, teacher morale, and long-term educational trajectories (Patel & Johnson, 2022). Moreover, early behavioral challenges correlate with higher dropout rates and later contact with the juvenile justice system, underscoring the urgency of early, effective intervention (O'Connor et al., 2023). Despite growing recognition of the problem, few comprehensive studies critically connect causes, behavioral manifestations, and tailored educational responses specifically within elementary settings. To address this, the present study integrates developmental theory with contemporary school-based practice to illuminate not only what drives delinquent behavior in young learners but also how schools can meaningfully respond.

This study addresses specific gaps in the existing literature on juvenile delinquency. While previous studies have examined the causes and interventions related to delinquent behavior, most have focused on adolescent populations rather than elementary-level learners. Existing research has discussed factors such as family environment, peer influence, and emotional development, as well as interventions like social-emotional learning and behavioral support systems. However, these studies often fail to explain how these factors interact specifically within elementary school settings or how teachers directly experience and respond to such behaviors in younger learners.

Moreover, limited research has integrated the three key dimensions of delinquency causes, manifestations, and educational interventions into a single, comprehensive framework within the elementary context. This gap limits educators' ability to design targeted, developmentally appropriate interventions. Therefore, this study aims to fill this gap by providing an integrated analysis based on teachers' lived experiences, offering a clearer understanding of how delinquency develops and is managed in elementary schools.

Review of related literature and studies

The purpose of this review is to situate the study within the existing body of scholarly work related to juvenile delinquency in elementary schools. By examining literature on causes, behavioral expressions,

and educational responses, this section aims to identify the theoretical foundations and practical gaps that inform the current research. It also highlights how previous studies have framed juvenile delinquency, particularly within educational settings, and why a focused exploration of elementary learners remains essential.

Causes of juvenile delinquency in elementary schools

Research consistently shows that the roots of delinquent behavior in young learners are complex, shaped by individual, familial, and environmental factors. Family dysfunction, including inconsistent parenting and exposure to conflict, has been linked to early behavioral problems and rule violations among children (Martínez & Rivera, 2021). External influences such as poverty, community violence, and peer pressure further increase the risk of learners exhibiting antisocial behavior at school (Bennett et al., 2023; Zhao et al., 2022). However, while these studies establish correlations, they often focus on older students, leaving a critical gap in understanding how these causes manifest differently among younger, elementary-age children.

Additional literature indicates that children's temperament and early social experiences interact with family and peer influences to increase the risk of delinquency. Learners who exhibit impulsivity, poor self-control, or heightened sensitivity to stress are more likely to adopt antisocial behaviors when exposed to inconsistent parenting or negative peer models. Early interventions targeting these individual traits have been shown to mitigate behavioral problems and improve social adjustment (Smith & Johnson, 2020).

Furthermore, cultural and community contexts play a significant role in shaping behavioral expectations and discipline norms. In communities where aggressive or antisocial behavior is normalized, children may internalize these patterns and replicate them in school settings. Understanding these socio-cultural dimensions is crucial for designing context-sensitive preventive programs that address both individual and environmental contributors to delinquency (Lee & Garcia, 2021).

Manifestations of delinquent behavior in school contexts

Within the school environment, juvenile delinquency presents through a range of behaviors that disrupt both learning and social cohesion. Common manifestations include chronic absenteeism, classroom disruption, bullying, and defiance of school norms (Lee & Thompson, 2020). These behaviors not only interfere with instruction but also undermine peer relationships and teachers' ability to maintain a conducive learning environment (Patel & Johnson, 2022). Research also highlights how difficulties with emotional regulation, often overlooked in early schooling, can escalate minor conduct issues into persistent problem behavior (O'Connor et al., 2023). Despite this growing understanding, there remains a need for studies that systemically chart these behaviors in younger learners and tie them to specific causal pathways.

Additional studies emphasize that early identification of warning signs, such as repeated classroom disruption or social withdrawal, can prevent minor misbehaviors from becoming entrenched patterns. Teachers' observations of these behaviors are critical for timely interventions, including counseling, peer mentoring, or targeted behavioral support (Martinez et al., 2022).

Moreover, research shows that interactions between peer groups and classroom climate significantly influence delinquent behavior. Children are more likely to engage in disruptive behavior when negative peer reinforcement is present, whereas positive social norms and supportive teacher-student relationships can buffer against conduct issues. These findings underscore the importance of creating structured, inclusive classroom environments for elementary learners (Chen & Kim, 2020).

Educational interventions and school responses

Educational interventions aimed at addressing juvenile delinquency increasingly prioritize proactive, whole-school approaches. Positive Behavior Interventions and Supports (PBIS), social-emotional learning (SEL) curricula, and restorative practices are among the strategies documented to reduce disruptive behavior and promote a supportive school climate (Chen & Santos, 2021). SEL programs, in particular, have been associated with improvements in self-control, empathy, and peer interactions, protective factors that reduce delinquent tendencies (Domitrovich et al., 2018). Nonetheless, research reveals inconsistent implementation across schools, with resource limitations and training gaps undermining intervention fidelity (Gonzalez, 2020). Additionally, much of the existing evidence focuses on secondary settings, underscoring the need for research assessing the effectiveness of these interventions in elementary contexts.

Further studies indicate that integrating multiple support systems, including parents, counselors, and community organizations, enhances the effectiveness of school-based interventions. Collaboration among these stakeholders provides consistent reinforcement of behavioral expectations and strengthens protective factors for learners (Sheridan et al., 2019).

Additionally, professional development for teachers in behavior management, SEL implementation, and early identification of at-risk learners has been shown to improve intervention outcomes. Schools that invest in training and ongoing support for educators are better equipped to address early signs of delinquent behavior and promote positive classroom climates (Reinke et al., 2018).

Gaps in the literature and rationale for the present study

While the literature affirms the multifaceted nature of juvenile delinquency, several gaps remain. First, there is limited empirical research on how causes, manifestations, and school-based responses interrelate in elementary settings. Many studies focus on adolescents, which may obscure developmental differences in how delinquency emerges and should be addressed at earlier ages (Bennett et al., 2023).

Second, although educational interventions show promise, there is scant research linking specific strategies to measurable outcomes among elementary learners. This leaves schools without clear guidance on which practices are most effective for younger children exhibiting early signs of delinquent behavior.

This study aims to address these gaps by examining the causes of juvenile delinquency, how these behaviors manifest in elementary classrooms, and what interventions educators currently use. By doing

so, the research will contribute to both theory and practice, providing insights that can inform tailored strategies and policy decisions.

Statement of the problem

This study aims to examine juvenile delinquency in elementary schools by identifying its causes, manifestations, and the educational interventions employed by school personnel. Specifically, the study seeks to answer the following research questions:

1. What are the common causes of juvenile delinquency among elementary school learners?
2. What manifestations of delinquent behavior are observed in elementary schools, and what educational interventions are used to address them?
3. What educational interventions are used to address juvenile delinquency among elementary learners?

Research methodology

This chapter presents the research design, data sources, study locale, population, sampling, data-gathering instruments, data-gathering procedures, data-analysis methods, and ethical considerations.

Research design

This study employed a descriptive qualitative research design to explore the causes, manifestations, and educational interventions related to juvenile delinquency among elementary school learners. Qualitative designs are appropriate for gaining detailed insights into complex social phenomena, allowing for rich descriptions of participants' perspectives and experiences (Merriam & Tisdell, 2016). This approach enables the researcher to capture contextualized understandings of how delinquent behavior manifests in school settings and how educators interpret and respond to it.

Locale of the study

The study was conducted at Cabeza Elementary School, located in Brgy. Zamboanga, Laoag City, Ilocos Norte. This school serves a diverse student population from both urban and semi-rural communities, providing a meaningful context to examine juvenile delinquency in elementary education. The locale was chosen because it represents a typical public elementary school in the division, where teachers and administrators frequently encounter behavioral challenges among young learners. Conducting the study in this setting allows for an in-depth exploration of both the causes and manifestations of delinquent behavior and the educational interventions currently employed by school personnel.

Population and sampling

The study population consisted of 21 teachers and administrators from Cabeza Elementary School who had direct experience handling students exhibiting delinquent behavior. A purposive sampling technique was employed to select participants with substantial knowledge and practical exposure to the issue, ensuring that the data collected reflects rich, relevant insights (Palinkas et al., 2015). The sample size is

consistent with qualitative research standards, which prioritize depth and quality of information over generalizability (Merriam & Tisdell, 2016).

Data gathering instrument

Data were collected using a semi-structured interview questionnaire containing open-ended questions. The questions were designed to elicit detailed responses regarding the observed causes of juvenile delinquency, the specific behavioral manifestations encountered, and the educational strategies implemented to address these issues. The instrument was validated through expert review to ensure clarity, relevance, and alignment with the research objectives (Kvale & Brinkmann, 2015). The questionnaire covered key domains such as classroom management, peer interaction, family influences, and school-based interventions.

Data gathering procedure

Data were collected via an online questionnaire administered through Google Forms. While using an online platform may limit the richness of responses compared to face-to-face interviews, several strategies were employed to ensure comprehensive and meaningful data collection. Participants were encouraged to provide detailed explanations in their answers, and follow-up emails were sent to clarify any ambiguous responses. Additionally, participants were given the option to schedule follow-up discussions via video conferencing if further elaboration was necessary.

The Google Form questionnaire was carefully designed to elicit detailed and reflective responses, covering key areas such as the causes of juvenile delinquency, behavioral manifestations in the classroom, and the educational interventions currently employed. The form was piloted with a small group of teachers and administrators to ensure clarity, relevance, and ease of use. Feedback from the pilot was incorporated to improve the structure and wording of the questions.

The flexibility of the online questionnaire allowed participants to respond at their own pace, promoting thoughtful reflection and richer insights. Open-ended questions enabled participants to share their experiences, examples, and perspectives in detail, providing valuable information for the study.

Data analysis tool

The responses from the Google Forms questionnaire were analyzed using Braun and Clarke's (2006) six-phase thematic analysis. The process began with familiarization, where the researcher reviewed all responses multiple times. Key statements and phrases were coded, and similar codes were grouped into themes. These themes were then reviewed, refined, and clearly defined to accurately represent participants' experiences regarding the causes, manifestations, and interventions of juvenile delinquency.

To support analysis, NVivo software was used for efficient data organization. Member checking was conducted to verify the accuracy of interpretations, ensuring credibility and consistency of the findings.

Ethical considerations

Ethical standards were strictly upheld. Participants were briefed on the study's purpose and their rights, including the right to withdraw at any time without consequences. All responses were anonymized to protect confidentiality, and digital data were stored securely in password-protected files. Given the sensitive nature of juvenile delinquency, participants were also provided with contact information for support services in case discussing behavioral challenges caused discomfort.

Data presentation and analysis

This section presents findings from survey responses by teachers at Cabeza Elementary School, Laoag City, Ilocos Norte, regarding juvenile delinquency among elementary learners, including its causes, manifestations, and educational interventions. The responses were examined and grouped into themes that emerged from the participants' answers.

Problem 1: What are the common causes of juvenile delinquency among elementary school learners?

Table 1. Causes of juvenile delinquency among elementary learners (N = 21)

Causes of juvenile delinquency	Frequency	Percentage
Family and home environment factors	16	76.2%
Peer influence and social pressure	5	23.8%
Personal and emotional challenges	6	28.6%

Note: Survey responses of teachers in Cabeza Elementary School, Laoag City on common causes of juvenile delinquency among elementary school learners. Percentages may exceed 100% because respondents could identify multiple causes.

Theme 1: Family and home environment factors

The responses indicate that family and home environment strongly influence the development of delinquent behavior among elementary learners. Several teachers reported that learners who experience limited parental supervision, family conflict, or weak parental involvement often demonstrate behavioral problems in school. Teachers observed that some learners struggle with discipline because they receive little guidance or consistent rules at home. One participant explained that learners who lack parental support sometimes develop behaviors that affect their participation and relationships in school.

The survey results showed that about 76% of respondents identified a lack of parental supervision as a key factor contributing to delinquent behavior. Recent research supports this finding, noting that ineffective parenting practices, low parental monitoring, and unstable family relationships significantly increase the risk of behavioral problems and delinquent tendencies among children (Assink et al., 2018). Children's early social development is largely shaped by family interaction and discipline practices, highlighting the importance of active parental involvement. Children's early social development is largely shaped by family interaction and discipline practices, highlighting the importance of active parental involvement (Barger et al., 2019; Pinquart, 2017).

Teachers further observed that learners who experience consistent emotional support and structured routines at home tend to demonstrate better self-regulation and cooperation in school activities. Positive family relationships help learners develop responsibility and respect for authority, while inconsistent discipline may result in confusion about acceptable behavior. Positive family relationships help learners develop responsibility and respect for authority, whereas inconsistent discipline may lead to confusion about acceptable behavior (Pinquart, 2017; Assink et al., 2018).

Recent studies emphasize that strong family engagement and positive parenting practices serve as protective factors that reduce behavioral risks and promote social competence among school-aged children (Pinquart, 2017). Strengthening school-based family involvement initiatives may therefore contribute to improved learner conduct.

Theme 2: Peer influence and social pressure

Peer influence was also identified as a contributing factor to juvenile delinquency among learners. Teachers reported that some learners imitate the actions of classmates who engage in disruptive behavior. The desire to belong to a peer group can lead learners to follow behaviors that violate school rules. Respondents explained that learners sometimes participate in teasing, bullying, or classroom disruption after observing similar behavior among their friends.

Approximately 24% of the teachers indicated that negative peer influence contributes to behavioral problems in the classroom. Contemporary research shows that association with peers who exhibit antisocial tendencies significantly increases the likelihood of engaging in similar behaviors due to social learning and group reinforcement (Brechwald & Prinstein, 2017).

Teachers also explained that classroom social dynamics influence how learners respond to discipline and academic expectations. Learners who seek peer approval may prioritize social acceptance over rule compliance, leading to more disruptive incidents. Recent findings confirm that peer norms and friendship networks strongly predict behavioral adjustment and risk-taking behaviors among children and adolescents (Wang et al., 2020). Promoting positive peer interaction and cooperative learning environments may therefore reduce behavioral concerns. Promoting positive peer interactions and cooperative learning environments may, therefore, reduce behavioral concerns (Wang et al., 2020; Brechwald & Prinstein, 2017).

Theme 3: Personal and emotional challenges

Teachers also reported that personal and emotional difficulties can contribute to delinquent behavior among elementary learners. Some learners struggle with anger, frustration, or low self-confidence, which may lead them to act aggressively or disrupt classroom activities. Participants observed that learners who have difficulty managing emotions sometimes seek attention through negative behavior.

About 29% of respondents cited emotional challenges, such as stress and low self-esteem, as factors affecting behavior. Recent research indicates that deficits in emotional regulation and coping skills are strongly associated with increased behavioral problems and externalizing behaviors among children (Robson et al., 2020).

Teachers further noted that learners who receive guidance in expressing emotions appropriately tend to demonstrate improved peer relationships and classroom participation. Emotional awareness supports positive decision-making and conflict resolution skills. Studies on social-emotional development emphasize that strengthening emotional competence through school programs significantly reduces behavioral difficulties and improves academic engagement (Taylor et al., 2017). This highlights the importance of integrating emotional support strategies in school interventions.

Problem 2: What manifestations of delinquent behavior are observed in elementary schools, and how do they affect learning?

Table 2. Manifestations of delinquent behavior observed in elementary schools (N = 21)

Manifestations of delinquency	Frequency	Percentage
Disruption of classroom learning and peer relationships	13	61.9%
Bullying and aggressive behavior	9	42.9%
Truancy and Disobedience	8	38.1%

Note: Survey responses of teachers in Cabeza Elementary School, Laoag City, on manifestations of delinquent behavior and how they affect learning. Percentages may exceed 100% because respondents could identify multiple manifestations.

Theme 1: Bullying and aggressive behavior

Teachers identified bullying and aggressive actions as one of the most visible forms of delinquent behavior among elementary learners. These behaviors include teasing, intimidation, verbal abuse, and physical conflict. Respondents noted that such actions create tension among learners and may cause fear or discomfort among those who experience or witness them.

Approximately 43% of respondents specifically mentioned bullying and aggression as common behavioral concerns in the classroom. Research indicates that bullying experiences are associated with increased emotional distress and reduced academic participation among learners (Gini & Pozzoli, 2018).

Teachers further explained that aggressive behavior may lead to decreased classroom confidence and reduced willingness to engage in collaborative tasks. Victims of bullying often experience anxiety that affects concentration and performance. Recent educational studies emphasize that bullying negatively influences classroom climate and student motivation, making early preventive interventions essential (Evans et al., 2019).

Theme 2: Truancy and disobedience

Another manifestation observed by teachers is truancy and disobedience toward school rules. Some learners frequently miss classes, refuse to follow instructions, or ignore classroom procedures. These behaviors demonstrate a lack of engagement with school activities and can affect academic progress.

Teachers reported that repeated disobedience often disrupts classroom routines and reduces instructional time. Research highlights that school disengagement and low attendance are significant predictors of academic difficulties and behavioral risks among learners (Gubbels et al., 2019).

Participants also observed that learners who feel disconnected from classroom activities tend to show declining motivation and increased avoidance behaviors. This pattern can gradually affect peer relationships and academic performance. Recent findings confirm that enhancing school connectedness and supportive teacher relationships helps reduce absenteeism and behavioral problems (Wang & Eccles, 2019).

Theme 3: Disruption of classroom learning and peer relationships

Delinquent behaviors also affect the overall classroom environment. Teachers explained that learners who interrupt lessons, argue with classmates, or refuse to participate reduce the time available for instruction. These actions distract other learners and disrupt the flow of the lesson.

About 62% of respondents reported that disruptive behavior interferes with teaching and learning. Research shows that behavioral disruptions significantly reduce academic engagement and classroom effectiveness (Gregory & Fergus, 2017).

Teachers further noted that managing frequent disruptions increases workload and instructional stress. This situation can limit opportunities for individualized support. Recent studies indicate that positive classroom climate and strong teacher–student relationships are associated with reduced disruptive behavior and improved learning outcomes (Longobardi et al., 2021).

Problem 3: What educational interventions are used to address juvenile delinquency among elementary learners?

Table 3. Educational interventions implemented to address juvenile delinquency (N = 21)

Educational interventions	Frequency	Percentage
Parent–teacher collaboration	15	71.4%
Guidance, counseling, and emotional support	13	61.9%
Positive discipline and classroom management	7	33.3%

Note: Survey responses of teachers in Cabeza Elementary School, Laoag City, on educational interventions to address juvenile delinquency among elementary learners. Percentages may exceed 100% because respondents could identify multiple educational interventions.

Theme 1: Positive discipline and classroom management

Teachers reported using positive discipline and structured classroom management practices to address delinquent behavior. These strategies include setting clear expectations, establishing routines, and

consistently implementing classroom rules. Learners tend to respond better when discipline focuses on guidance rather than punishment.

Respondents emphasized that consistent classroom management promotes accountability and helps learners understand acceptable behavior. Research shows that proactive classroom management strategies significantly improve student behavior and engagement (Simonsen & Sugai, 2018).

Teachers also highlighted the value of recognizing positive behavior and involving learners in rule-setting processes. Such approaches strengthen cooperation and responsibility. Recent research confirms that positive behavioral interventions contribute to safer school environments and improved academic performance (Gage et al., 2018).

Theme 2: Guidance, counseling, and emotional support

Another intervention identified by teachers is counseling and emotional support services. Counseling sessions provide learners with opportunities to reflect on their behavior and develop coping strategies. Teachers noted that emotional guidance helps learners manage stress and interpersonal conflicts.

Approximately 62% of respondents reported referring learners to counseling services when behavioral concerns persist. Research indicates that school-based mental health support improves students' emotional regulation and behavioral adjustment (Reinke et al., 2018).

Teachers also observed that early counseling intervention prevents minor behavioral concerns from escalating. Emotional support strengthens learner confidence and social competence. Recent studies emphasize that comprehensive social-emotional learning programs significantly reduce conduct problems and improve classroom participation (Corcoran et al., 2018).

Theme 3: Parent–teacher collaboration

Teachers emphasized the importance of cooperation between parents and educators in addressing behavioral concerns. Communication helps teachers understand learners' home situations and align strategies to improve behavior. Regular meetings and updates strengthen support systems.

Respondents explained that parental involvement reinforces discipline practices and encourages accountability among learners. Research shows that family engagement positively influences both behavioral and academic outcomes (Sheridan et al., 2019).

Teachers further noted that learners demonstrate improved motivation when parents actively participate in school activities. Consistent guidance across home and school environments supports positive development. Recent findings confirm that strong school–family partnerships significantly contribute to student adjustment and reduced behavioral risks (Barger et al., 2019).

Results and discussion

This study examined the causes, manifestations, and educational interventions related to juvenile delinquency among elementary school learners based on teachers' experiences and observations. The findings revealed that delinquent behavior is influenced by interconnected family, peer, and emotional factors. Limited parental supervision, negative peer influence, and difficulties in emotional regulation were identified as major contributors to behavioral concerns among learners. These factors affect how learners respond to school expectations and interact with others in the classroom (Gifford-Smith et al., 2005; Wang et al., 2026)

The study further found that juvenile delinquency commonly manifests through bullying, aggression, truancy, disobedience, and classroom disruption. These behaviors negatively affect both the learners involved and the overall learning environment by reducing instructional time, weakening classroom engagement, and affecting peer relationships. As a result, learners' academic performance and social development may be compromised when behavioral concerns are not properly addressed (Swearer et al., 2016; Miklósi & Kovács, 2025).

Moreover, teachers actively implement interventions such as positive discipline, guidance counseling, and parent-teacher collaboration to manage and prevent delinquent behavior. These approaches were perceived as effective in promoting responsibility, emotional awareness, and respect for school rules among learners. Overall, the study highlights that addressing juvenile delinquency requires a collaborative and holistic approach involving teachers, parents, and school support systems to foster learners' behavioral, emotional, and academic development (Theofild et al., 2026; Young et al., 2017).

Future researchers may conduct similar studies using larger and more diverse samples, including the perspectives of learners and parents, to gain a deeper understanding of juvenile delinquency in elementary education. Quantitative or mixed-method approaches may also be utilized to evaluate the effectiveness of behavioral interventions over time.

Conclusion

This study examined the causes, manifestations, and educational interventions related to juvenile delinquency among elementary school learners based on teachers' experiences and observations. The findings revealed that delinquent behavior is shaped by interconnected family, peer, and emotional factors. Limited parental supervision, negative peer influence, and difficulties in emotional regulation were identified as major contributors to behavioral concerns among learners. These factors influence how learners respond to school expectations and interact within the classroom.

The study further revealed that juvenile delinquency commonly manifests through bullying, aggression, truancy, disobedience, and classroom disruption. Such behaviors negatively affect both the learners involved and the overall learning environment by reducing instructional time, weakening classroom engagement, and affecting peer relationships. Consequently, learners' academic performance and social development may be compromised when these concerns are not properly addressed.

Moreover, teachers actively implement interventions such as positive discipline, guidance counseling, and parent–teacher collaboration to manage and prevent delinquent behavior. These strategies were perceived as effective in promoting responsibility, emotional awareness, and respect for school rules among learners. Overall, the study highlights that addressing juvenile delinquency requires a collaborative and holistic approach that supports learners’ behavioral, emotional, and academic development.

Future researchers may conduct similar studies with larger, more diverse samples, including the perspectives of learners and parents, to gain a deeper understanding of juvenile delinquency in elementary education. Quantitative or mixed-method approaches may also be utilized to evaluate the long-term effectiveness of behavioral interventions.

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