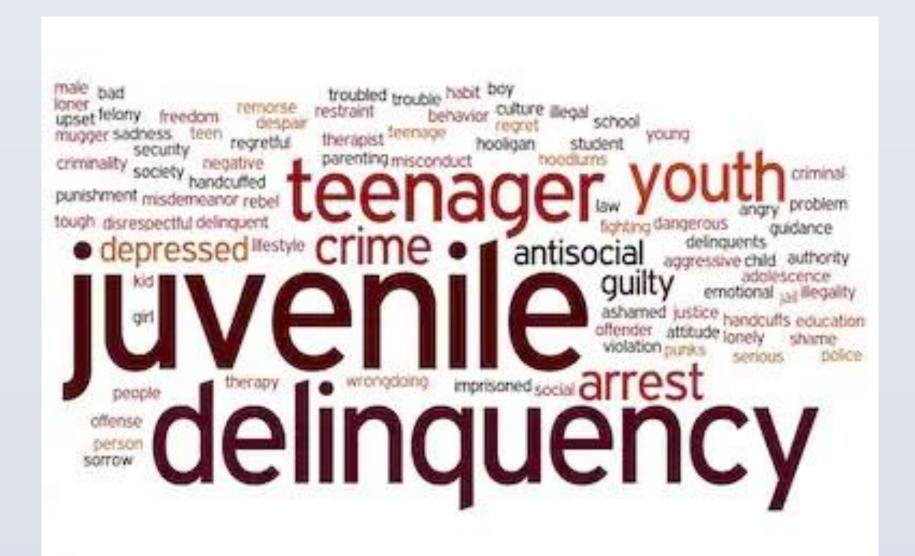


## CALIFORNIA STATE UNIVERSITY FULLERTON"

## ABSTRACT

In society, adolescents are integrated into educational institutions where they spend most of their time. The focus on academic achievement is relevant to their current and future success while juvenile delinquency is a source of major concern because it can become a barrier and risk factor for various detrimental circumstances. The purpose of this study was to determine whether or not a relationship existed between academic achievement and delinquency among adolescents. Based on the secondary data analysis derived from the National Longitudinal Study of Adolescent to Adult Health (Add Health), the current study aligned with the proposed hypothesis that if adolescents have higher academic achievement, they are less likely to participate in delinquent behaviors and actions.



## Introduction

### Purpose of Study:

- To increase knowledge related to academic achievement among adolescents.
- To assess whether or not academic achievement is related to delinquent behaviors among adolescents.

### **Research Question:**

• The research question for the current study is: What is the effect of academic achievement on delinquency among adolescents?

### Hypothesis:

• The hypothesis of the study is that if adolescents having higher academic achievement, are less likely to participate in delinquent behaviors and actions.

# What is the Effect of Academic Achievement **On Delinquency Among Adolescents?**

Hannah Kim Department of Social Work

## **Literature Review**

Social Development Model:			
•	Adolescent's bonding to their school plays a prominent role because it can impede antisocial behavior and promote positive development in adolescence (Catalano et al., 2004).	• T L H • T c	
Ac	Academic Engagement and Adolescent Delinquency:		
•	Behavioral engagement is believed to reduce time and energy to take part in deviant activities, and academic behaviors like homework and studying dissuade deviance by cultivating individual skills, confidence, and rewards while student	q b ir 1	
	disengagement from school is largely regarded as the main developmental process underlying school failure and dropout (Hirschfield & Gasper, 2011).	<u>Sam</u> • T	
<u>Ri</u>	sk Factors Associated to Low Academic Achievement	• T S	

#### and Delinguency: Low academic achievement was linked to delinquency and reduced the likelihood of graduating high school, attending college, and reaching occupational goals (Hoffmann, Erickson, and Spence,

2013). Adolescents who were involved with antisocial behavior and exposure to delinquent peers had lower academic achievement (Newcomb et al., 2002).

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Results

lescents who ever						
D = 5.12) was	Table 2					
e mean delinquency eated a grade (M =	Academic Achievement and Delinquency					
lescents who ever = 6.05) was			Mean Delinquency (SD)	Mean Difference	t	р
e mean delinquency suspended (M =	Repeated a grade (ever)	Yes	4.55 (5.12)	1.06	6.55	< .001
lescents who ever		No	3.49 (4.37)			
7.56) was	Suspended from school (ever)	Yes	6.14 (6.05)	3.30	23.40	< .001
e mean delinquency expelled (M = 3.52,		No	2.84 (3.49)			
	Expelled from school (ever)	Yes	7.97 (7.56)	4.45	13.84	< .001
wer GPAs scored ther study		No	3.52 (4.28)			
nority status were	Comparisons made using independent	dent <i>t</i> tes	its.			

- The mean delinquency of adolescents who ever repeated a grade (M = 4.55, SC significantly different from the of adolescents who never repea 3.49, SD = 4.37).
- The mean delinguency of adole got suspended (M = 6.14, SD =significantly different from the of adolescents who never got s 2.84, SD = 3.49).
- The mean delinquency of adole got expelled (M = 7.97, SD = 7. significantly different from the of adolescents who never got e SD = 4.28).
- Male adolescents who have low higher on delinquency than oth participants while age and min not significant predictors of delinquency.

## Methods

## search Design:

This study is a secondary data analysis of the National Longitudinal Study of Adolescent to Adult Health (Add Health) (Harris & Udry, 2009).

The study design utilized was a clustered sample where clusters were sampled with unequal probability.

The data collection for Wave I included an in-school questionnaire and in-home interview, which took place petween September 1994 and December 1995 and involved more than 90,000 students in grades 7 through

### npling Method:

The sample design utilized was a stratified and random sample of all high schools in the United States.

The current study utilized data collection from Wave I, Stage 1 with adolescent participants who answered questions from the survey about academic achievement and delinquency.

ata was derived from a total of 4,817 adolescent udents from the 7th to 12th grade.

### sures:

he independent variable for this study was academic chievement, which was based on the student's tendance, academic standing, and grades in school. • The dependent variable for this study was delinquency, which was measured using a 15-item delinquency scale.

## Implications for Future Research and Practice:

Harris, K. M., & Udry, J. R. (2018). National Longitudinal Study of Adolescent to Adult Health (Add Health), 1994-2008 [Public Use]. Ann Arbor, MI: Carolina Population Center, University of North Carolina-Chapel Hill, Inter-university Consortium for Political and Social Research. doi: 10.3886/ICPSR21600.v21

Hirschfield, P., & Gasper, J. (2011). The relationship between school engagement and delinquency in late childhood and early adolescence. Journal of Youth and Adolescence, 40(1), 3-22.

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Newcomb, M. D., Abbott, R. D., Catalano, R. F., Hawkins, J. D., Battin-Pearson, S., & Hill, K. (2002). Mediational and deviance theories of late high school failure: Process roles of structural strains, academic competence, and general versus specific problem behavior. Journal of Counseling Psychology, 49, 172-186.

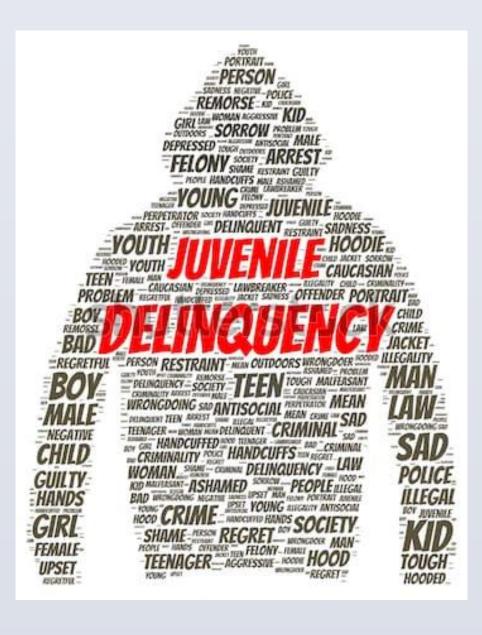
## Conclusions

• The findings of the study aligned with the hypothesis as the Pearson correlation coefficient determined that higher levels of delinquency were associated with lower current GPA.

• There was a significant difference in delinquency scores between adolescent students who were held back a grade, suspended, or expelled in comparison to their counterparts.

• Future research can focus on the biopsychosocial factors related to the effect of academic achievement on delinquency among adolescents.

 School social workers that work with adolescents who are at risk of or take part in delinquent behaviors can advocate for policy changes if there is a lack of resources in their schools.



## References

Catalano, R., Oesterle, S., Fleming, C., & Hawkins, J. (2004). The importance of bonding to school for healthy development: Findings from the social development research group. Journal of School Health, 74(7), 252-261.