



AN ANALYSIS ON ACADEMIC DELINQUENCY AMONG CRIMINOLOGY STUDENTS IN THE 2ND DISTRICT OF ALBAY: A PHENOMENOLOGICAL STUDY

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ABSTRACT

In this rapidly evolving and technology-driven world, youth faces diverse challenges, adapting to changes in their lives, environments, and relationships. The researcher looked into academic delinquencies and its contributing factors associated with personal, family, social/peer, and environmental aspects, as well as the institution's response to the phenomenon or event. Using a phenomenological research design to accurately reflect their perspectives and understanding of contributing factors and institutional responses. Semi-structured with open ended questions were constructed as the research instrument, which was developed based on reliable, comparable qualitative data collected from the participants. Furthermore, to ensure the validity and accuracy of the content, the researcher personally delivered the interview guide and approval letter to the respective college dean or guidance counselor. Thereafter, interviews were scheduled based on the participants' availability to minimize disruption on their classes. The study was conducted with five selected participants who were 3rd-year criminology students with multiple records of academic delinquencies. Purposive technique was used to gather qualitative responses from participants from among

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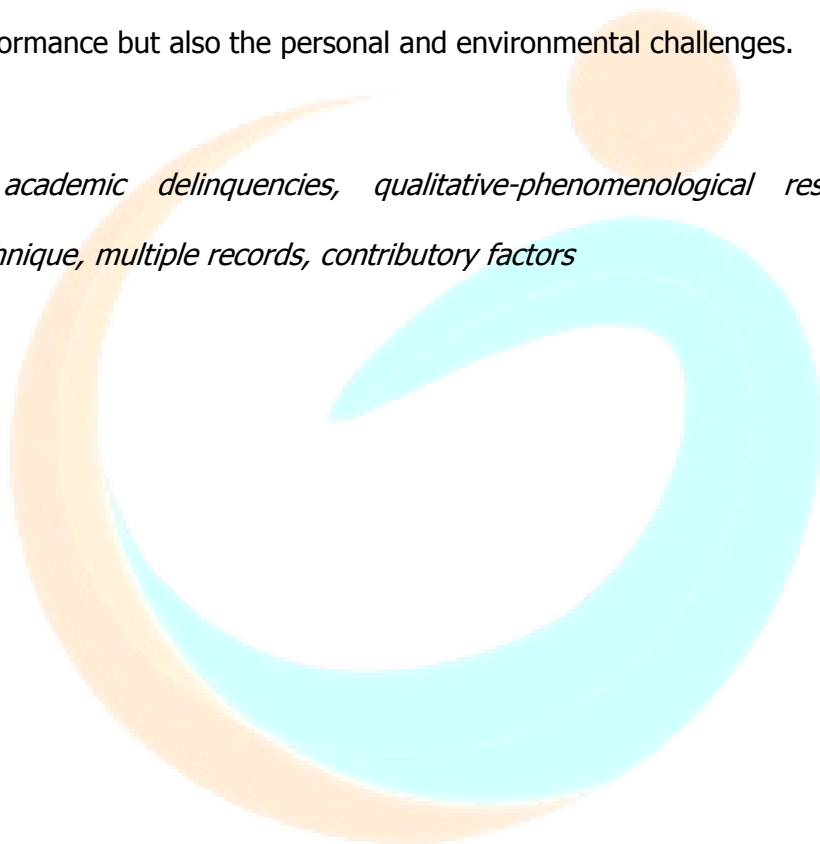
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the selected colleges, namely: Bicol College, CAT College, and Forbes College in the 2nd district of Albay, who were mostly committed academic delinquency. Findings revealed that the complexity of academic delinquency, influenced by a variety of factors ranging from personal struggles, family relationships, peer influences to institutional responses. Thus, academic delinquency stresses the need for holistic interventions that addresses not only academic performance but also the personal and environmental challenges.

Keywords: *academic delinquencies, qualitative-phenomenological research design, purposive technique, multiple records, contributory factors*



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INTRODUCTION

In this rapidly evolving and technology-driven world, the youth face diverse challenges, adapting to changes in their lives, environments, and relationships. Pressures in personal life, family dynamics, peer groups, and society contribute to their intricate needs. This backdrop sets the point for examining a specific issue within criminology education academic delinquency among students.

Academic delinquency among criminology students is many-sided and demands a nuanced understanding of underlying factors. Building upon the general observations of youth adapting to societal changes, this study narrows its focus to explore the experiences of criminology students in Albay's 2nd district who exhibit academic delinquency. Using a phenomenological approach, the research aimed to unveil the subjective experiences, perceptions, and motivations of these students within the broader context of certain influences.

Study have shown that academic delinquency includes a variety of actions that impede students' academic achievement, such as plagiarism, cheating, and absenteeism (Smith et al.,2020). Numerous factors, including family relationships, cultural expectations, and the particular difficulties presented by the educational setting, frequently contribute to these actions.

Expanding understanding on this, findings were drawn from a study in a large urban school district in Southern California, highlighting the prevalence of students missing school due to mental and physical health consequences, illustrating broader implications of academic

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challenges on well-being (Reyes et al.,2020). Similarly, the experiences of Vietnamese adolescents under peer pressure offer another layer of understanding within the broader context of societal influences on academic commitment and potential deviant behaviors (Tran,2021). Correspondingly, the global shift to online and modular learning during the pandemic adds another layer of complexity. This shift is a specific manifestation of broader societal changes impacting education. In the Philippines, students faced intensified pressure to excel academically, leading to academic dishonesty (Cardina et al.,2022).

Relatively, a case study in Misamis University, College of Criminology, conducted during the pandemic reveals specific challenges and the prevalence of academic dishonesty in the online learning environment (Gupit & Cuevas Jr, 2023). This case study further contributes to understanding the broader issue of academic delinquency.

To explore this matter further, the current study focused on criminology students in the 2nd district of Albay. This specific location is driven by the need to understand how academic delinquency manifests in a distinct cultural and educational context. This serves as an avenue for examining the interplay of factors contributing to academic delinquency among criminology students.

According to the Deans of criminology department in the 2nd district of Albay, the phenomenon of academic delinquency when viewed through these specific experiences, becomes a critical issue with serious consequences. Criminology students repeatedly commit academic delinquencies, which affects their academic lifestyle, personal life, and even the colleges are also affected with this kind of issue. Violations of the student book manual, such

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as plagiarism, cheating on exams, disruptive behavior, and other forms of academic misconduct, can damage student's reputation and credibility, making it difficult to secure academic or professional opportunities in the future. It can give a negative impact to faculties and staff, they become demotivated and demoralized, which may lead to decreased job satisfaction. Colleges with high rates of academic delinquency may suffer in terms of rankings and reputation if this issue is not taken seriously.

Employing this undertaking, this study aimed to provide insights into the perceptions and lived experiences of students regarding academic delinquency, starting from the general societal context and narrowing down to the specific challenges faced by criminology students in the 2nd district of Albay. Understanding the factors that contribute to academic delinquency and addressing these issue requires a multifaceted approach that considers the complex interplay of personal, family, social/peer, and environmental aspect. Addressing academic delinquency requires a comprehensive approach that includes implementing effective strategies and a well-defined code of discipline. By utilizing the Code of Discipline to make informed decisions about performance enhancement and disciplinary actions, institutions can effectively address academic delinquency and foster a more conducive learning environment for criminology students. In conclusion, this study contributes valuable information to the existing literature and offers practical recommendations for educators, policymakers, and other stakeholders in criminology education. Hence, academic delinquency in colleges will be reduced.

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MATERIAL AND METHODS

This section presents the methodology of the study including the research design, instrument used, data gathering procedures, participants of the study, sampling techniques, research location/study sites, data analysis plan, and statistical treatment that were used in the study.

Research Design

The researcher utilized a phenomenological research design wherein data are typically cannot be assessed mathematically; it is not sets of numbers nor quantifiable information. Rather, it is a collection of images, words, notes on behaviors, descriptions of emotions, and historical context. In this, data are collected through observations, interviews, surveys, focus groups, and secondary research (Girardin, 2023).

Moreover, phenomenological research typically involves in-depth interviews or focus group discussions with individuals who have experienced a particular phenomenon or event. The data collected through these interviews or discussions are analyzed using thematic analysis (Eckel, 2023).

The researcher used phenomenological study for the reason that the study focuses on exploring the essence of criminology students live experiences and understanding the meaning they attributed to their experiences and seeks to capture the underlying aspects of these experiences without imposing preconceived interpretations. Through phenomenological research, the researcher will understand in reality, what it is like to experience a specific

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situation or life event such as the reasons why students resulted to being an academic delinquents.

By describing their stories of criminology students who actually lived through an experience of committing academic delinquency and their perceptions of it, the research can ensure that the form of description are as the things actually described and observed.

Hence based from these findings, the researcher can thoroughly draw conclusions and analyze academic delinquencies committed by criminology students along with the contributory factors, including the action taken by the institution to address its academic delinquencies.

Research Instrument

In this study, an interview guide with open-ended questions was utilized to explore academic delinquencies, contributory factors along personal, family, social/peer, and environmental aspects, and the action taken by the institution to address the phenomenon or event.

Moreover, semi-structured questions were constructed as the research instrument which was developed based on reliable, comparable qualitative data collected from the participants. This approach was useful for gaining a comprehensive grasp of the criminology students' ideas, feelings, and experiences related to their academic delinquencies.

The questionnaire was divided into three parts. The first part sought to gauge students' perceptions of academic delinquency. The second part explored potential factors contributing

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to students' academic delinquency, while the third part aimed to understand the institution's strategies for addressing instances of academic delinquency among criminology students. The scheduling of participants for the study took approximately four (4) weeks in which two (2) weeks were for the semester break and another two (2) weeks for the enrollment and class organization for the second semester of AY 2023-2024.

Data Gathering Procedure

Startingly, the researcher conducted preliminary interviews with the Dean and Guidance Counselors of each college included in the study in order to know first hand information and data needed.

The researcher then submitted a formal letter securing permission from the Graduate School of Bicol College, Daraga, Albay to conduct the study for which the letter was duly signed and approved by the researchers' adviser. The approved letter together with the interview guide were personally delivered by the researcher to the respective college dean and or guidance counselors for them to schedule the date of interview for each selected participants.

Due to semestral break, scheduling of participants has taken more or less two weeks and waiting for the students to come back to school after the semestral break then another two weeks for the students enrollment for the next semester. When the regular classes for the 2nd semester started, interviews were scheduled by the Dean based on the participants' availability to minimize disruption of their classes.

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Considering the non-approval of the researcher's request at Belen B. Francisco Foundation Inc. to conduct an interview, it was excluded from the study. From the records at the Criminology Department at Bicol College, Daraga, Albay, there were no available third-year criminology students with multiple academic delinquencies. To address this challenge, the researcher requested to obtain at least (2) two student records of 3rd year students taking a criminology program with multiple academic delinquency from the records of the Registrar's Office. This request was approved by the researcher's adviser, and the approved request letter was promptly forwarded by the researcher's at the Registrar's Office for processing.

During the interviews, participants were informed of the research's purpose and procedures in a language they could comprehend. To ensure accurate data collection, full cooperation, and understanding, the research objectives were explained, and strict confidentiality was assured. The collected data would be used exclusively for research purposes.

Participants of the Study

The study was conducted with five (5) participants who were 3rd-year criminology students from among the selected colleges in the second district of Albay. These 3rd year criminology students were identified with multiple reported academic delinquencies.

The researcher considered that at this level, students are more likely to commit academic delinquency due to various factors that contribute to their increased vulnerability during this stage of their academic journey such as increased academic pressure and

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challenges, transition to specialized courses that can be overwhelming, time management challenges due to multiple responsibilities, lack of motivation and passion for their major, social and emotional challenges, lack of support systems, increased independence and autonomy that can lead to poor choices, career uncertainty and doubt about their chosen major, financial pressures were also included, and lack of academic preparation.

Furthermore, Higher Education Institution's in the 2nd district of albay who do not offer criminology program, other courses/programs enrolled within the scope of the study and criminology students who are enrolled but they are from 1st, 2nd, and 4th year levels were not covered in this study, were excluded.

Sampling Technique

Data collected from the participants were through the use of purposive sampling technique. Technically, purposive sampling, as described by Giavrimis, P. (2023) , as a method involves deliberately choosing individuals from a population based on specific criteria, rather than relying on random selection. Another statement was reviewed by Heath (2023) that a purposive allows the researcher to focus on specific areas of interest and gather in-depth data on those topics. It is commonly used in small-scale studies with a limited sample size.

Purposive sampling was utilized by the researcher in the selection of the participants, signifying that they were picked based on their pertinence to the research subject and their ability to provide relevant and detailed information about their experiences.

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The researcher used purposive sampling in order to gather qualitative responses which lead to better insight and more precise research results because information were collected from the best fit participants therefore, the results were relevant to research context.

Study Site

The setting of the study is the 2nd district of Albay which consists of Albay's capital City of Legazpi, and the adjacent Municipalities of Camalig, Daraga, Manito, and Rapu-Rapu.

Second district of Albay was chosen as the study site because most of the colleges offering Criminology Program were already been long established and where the researcher observed as Colleges with more numbers of enrolled criminology students. The identified colleges offering the criminology program in the district are Bicol College, CAT College, and Forbes College.

First HEI's Bicol College Daraga Albay, which was founded in 1941 and has a branch called the Juban Institute in Juban, Sorsogon. The school provides graduate, undergraduate, and legal courses. There are currently 1800 criminology students enrolled overall, and the college employs five full-time lecturers in the College of Criminal Justice Education.

Second HEI's Computer Arts & Technological College best known as "CAT College". The institution is located at Balintawak Street, Albay District, Legazpi City, beneath Albay Astrodome and near to the site of the municipal and provincial government. CAT College branch is located at Polangui, Albay.

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Lastly, the Higher Education Institution's Forbes College located at Penaranda St. Legazpi City, they also offer Senior High School and courses like Digital Animation and Information Technology. Currently, Forbes College has a total of 70 criminology students and three full-time instructors. These colleges acquire the established standards in the undertaking.

Data Analysis Plan

In this study, Thematic Analysis Plan was used to gather the data that effectively meets the objectives of the study. Thematic analysis is a powerful qualitative research method that enables researchers to systematically analyze data, identify key themes, and interpret their significance. This approach is widely applicable to various data sets and serves as a foundation for numerous other qualitative analysis techniques (Kiger, M. E., & Varpio, L. 2020). For this reason, thematic analysis is often conducted on data derived from interviews, conversations, open-ended survey responses, and social media posts.

The researcher utilized Thematic Analysis Plan to systematically uncover the deeper meaning of the experiences being studied and to identify the unique experiences of each involved participants. The researcher also closely examined the data to identify common ideas and patterns that are important or interesting to address the research issues.

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RESULTS AND DISCUSSION

This section presents the findings of the study, focusing on three key objectives: understanding how students give meaning to their academic delinquency, determining the contributory factors of academic delinquency among criminology students, and identifying the actions taken by the institution to address academic delinquency. The participants, represented by Participant 1 to Participant 5, shared their insights and experiences related to academic delinquency.

1. Students' Insights on the Meaning of Academic Delinquency

Students might consider academic delinquency as something more than merely violating rules. These were their perspectives and students' experiences with academic delinquency according to their specific situation. It could encompass a wider range of acts that adversely affect their academic performance. Some common factors with which students face difficulties, which include poor academic performance such as poor grades, incomplete assignments, and difficulty with certain subjects, affect students' performance in achieving satisfactory grades or meeting academic expectations.

Multiple failing grades and dropped subject challenges

This theme reveals a complex understanding of academic delinquency among criminology students. Participants defined academic delinquency as not merely the act of failing in a particular subject.

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According to Participant 1 "Ang academic delinquency para saakin ay yung nabagsak sa isang subject". (Academic delinquency for me is failing in a subject).

This statement was also supported by Participant 2 "Ang academic delinquency ay ang pagkakaroon ng mababang grado" (Academic delinquency is defined as the condition of having consistently low grades).

Participant 3 " Numerous of drops nagduda nako sa sarili ko" (Numerous of drop subjects made me doubt myself).

The participants' interpretations highlighting the complex emotional landscape associated with academic delinquency. The repeated nature of failing grades may lead to self-doubt and heightened stress levels. Moreover, a failing grade lowers the academic standing, which may have consequences for subsequent coursework. The record may contain gaps resulting from dropped subjects. Interventions should focus not only on academic support but also on mental health resources to address the emotional toll of persistent academic challenges.

Understanding the psychological toll of academic delinquency, as highlighted in the theme of Multiple Failing Grades and dropped subjects stresses the importance of implementing mental health support mechanisms within criminology programs. Integrating

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counseling services and stress management programs can enhance students' ability to cope with academic pressures, potentially reducing the incidence of repeated failing grades.

Sanchez (2019) and Teodorescu & Andrei (2019), emphasizing the need for an approach to defining academic delinquency, encompassing both academic and mental well-being. Recognizing the emotional impact of academic challenges aligns with Sanchez's exploration of the negative outcomes associated with academic delinquency, such as lowered academic success and harmful effects on future opportunities.

Moreover, Teodorescu & Andrei work on students' perceptions of academic integrity expands this understanding, highlighting the poor academic performance. Beyond lowered academic success, it can disrupt the learning environment, lead to disciplinary measures, and negatively impact future educational and career opportunities.

Irregular Class Challenges Faced Consequences

Students who attended classes irregularly may be missing their lessons due to other obligations. This can make it challenging for them to successfully balance their learning with other responsibilities.

According to Participant 3 "Nahirapan madam sa klase, yung mga irregular, irregular po kasi ako " (I encountered difficulties in the class due to my irregular attendance.)

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Frequent absences can disrupt the flow of instruction and make it difficult for a student to maintain a consistent pace for the entire class. Irregular attendance, can make it difficult to accurately assess student learning and progress. Students who miss classes often struggle to keep up with the pace of the course which acquired of falling behind on lectures, notes, submission of assignments, and discussions. These challenges for irregular students can lead to knowledge gaps, incomplete work, and difficulty.

Overcoming the challenges of irregular students requires a high level of self-discipline and intrinsic motivation. To conclude, these intervention needs to promote a supportive environment where faculty and staff can understand the challenges faced by irregular students by offering online resources, asynchronous learning opportunities, and flexible scheduling options to accommodate irregular students' needs. These are valuable traits that can benefit students throughout their educational journey and beyond.

Bae (2020) highlights that the irregular students because of school disengagement. It focused on the correlation between school disengagement and academic delinquency. It suggests that students who are frequently absent due to irregular classes, tardiness, or fail to complete their homework are more likely to experience academic difficulties and engage academic delinquent behavior.

Numerous absences in attendance leads academic failure

This simply associated with consistent non-attendance which implies a pattern of frequent absences, which can have negative consequences

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According to Participant 4 "Numerous sa attendance siguro sa pag update ng attendance, quizzes especially major exams, that time nayayaya ako ng barkada" (My irregular attendance, which included missing attendance checks, quizzes, and final examinations because my friends were always asking me to hang out.)

This points to the importance of addressing attendance-related issues, including potential peer pressures and social distractions, to enhance students' commitment to regular class attendance and participation. The impact of social interactions and potential peer pressures on attendance. It also indicates that social distractions may contribute to numerous absences, emphasizing the importance of addressing these dynamics to improve students' attendance and participation.

In addressing the issue of numerous absences, educational institutions should consider implementing attendance policies that emphasize the importance of regular participation. Addressing these issue and creating solutions involves open discussion all throughout with parents, educators, and students. Additionally, fostering a supportive class environment and organizing engaging activities can contribute to a positive learning atmosphere, reducing the likelihood of students missing important sessions.

The study of Sanchez (2019) and Druică et al. (2019) stressing the significance of addressing attendance-related challenges in academic delinquency. Sanchez's exploration of

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behaviors such as being absent from school aligns with the theme, emphasizing the need to understand and tackle the challenges associated with consistent non-attendance. Additionally, Drucă et al.'s exploration of the mediating role of academic self-efficacy in school-deviant behaviors adds nuance to the understanding of socio-economic factors influencing attendance-related issues.

Truancy owning to vices and negative activities

This theme shows a connection between academic performance and behavioral choices. Truancy, a common issue in schools, is often linked to students' involvement in vices like substance abuse, gambling, and excessive gaming. These vices can negatively affect students' academic performance and well-being.

According to Participant 4 "Academic Delinquency is the first to do those activity which experience by some students like truancy, habitual alcohol experience".

Certain lifestyle choices, such as truancy, habitual alcohol experiences and negative activities, are perceived as components of academic delinquency. Alcohol use interferes with learning and causes students to miss lectures, assignments, and critical information. The result can make it challenging for criminology students to catch up on their lessons, which could lead to failing classes and lower grades. This association indicates a behavioral pattern that could benefit from preventive measures aimed at modifying these behaviors and promoting a more conducive learning environment.

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The identification of truancy and habitual alcohol experiences as contributors to academic delinquency necessitates the development of targeted interventions. Collectively, parents, educators, and counselors may provide students the assistance and encouragement necessary to overcome these difficulties. Implementing awareness programs, peer support networks, and educational campaigns on responsible decision-making can mitigate these risk behaviors, fostering a more academically focused student environment.

The study of Eric T. Ampofo et al. (2022), Chala (2022) and Wang et al. (2019) underlining the importance of addressing lifestyle choices and behaviors contributing to academic delinquency. Eric T. Ampofo et al.'s highlights the significant academic and societal consequences associated with this behavior. Despite ongoing efforts to address truancy, it remains a persistent issue that requires continued attention, the study emphasizes the strong connection between truancy and academic delinquency. Moreover, Chala, highlights the significant impact of academic failure on student behavior. Despite the perceived seriousness of academic delinquency, some students actively engage in such behaviors. This indicates that academic delinquency is a complex issue with multiple contributing factors. Wang et al.'s study brings an international perspective by identifying a higher propensity for strain and delinquency among academically affected students in China.

The Link Between Personal Hardships and Academic Delinquency

This theme emphasizes that students' external challenges serve as barriers to effective studying.

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*According to Participant 5 "Nagiging barrier ng students para makapag-aral ng maayos yung mga struggle nila sa buhay ,reason."
(Struggles in life become a barrier for students to study properly, reason).*

This theme illuminates the intersection of personal struggles and academic performance, highlighting the need for holistic support systems that address the well-being and life circumstances of criminology students. Recognizing and mitigating personal life struggles can contribute significantly to enhancing academic engagement and performance. There is interconnectedness of personal life struggles to academic engagement. External challenges can act as significant barriers, affecting students' ability to focus on their studies. Recognizing these challenges is crucial for implementing effective support measures.

Acknowledging personal life struggles to academic delinquency incorporates the need for proactive support mechanisms. Educators tend to be able to recognize students who are experiencing personal issues. Provide these individuals with initial support, or place them in touch with appropriate resources. Establishing interactions with individuals who are going through similar circumstances can give the students a sense of support and providing beneficial advice. Moreover, Institutions can implement mentorship programs, financial assistance initiatives, and flexible academic accommodations to assist students in overcoming external challenges, promoting a conducive environment for academic success.

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The study of Stone (2022) and Yun Luo et al. (2020), emphasizing the intersection of personal struggles and academic performance. Stone's study adds a perspective by exploring students' emotional reactions, such as anxiety and stress, in response to breaches of academic delinquency. Yun Luo et al's exploration of behaviors such as personal struggles affecting academic success aligns with the theme, emphasizing that students who are unable to manage their academic workload may experience emotional, behavioral, or cognitive exhaustion, leading to decreased motivation and performance. This is particularly true for middle school students with low self-control, who may find it challenging to cope with academic stress.

Concludingly, these identified themes provide valuable insights into the diverse meanings attributed to academic delinquency among criminology students. The discussion highlights the importance of adopting a holistic approach, considering psychological well-being, lifestyle choices, attendance-related challenges, and personal struggles when developing interventions to address academic delinquency.

These insights set the stage for the subsequent objective, which aims to identify contributory factors within the personal, family, social/peer, and environmental aspects. The implications suggest practical measures that institutions can implement to create a more supportive and conducive academic environment for criminology students.

2. Contributory Factors of Academic Delinquency

Studying the causes of academic delinquency is complex and involves examining various factors. To understand this issue, it's important to consider personal, family, societal

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and environmental influences. This research aims to identify and understand the different factors that contribute to academic delinquency, such as personal traits, family dynamics, social interactions, and environmental effects. By understanding these factors, we can develop effective strategies to reduce academic delinquency among students.

Exploring the Personal Aspects Behind Academic Delinquency

Personal factors include the unique qualities, aptitudes, and life experiences of each student that have an impact on their academic achievement and possibly contribute to delinquency. Thus, Personal stressors are the main factor that can cause stress or anxiety. This theme includes personal life conflicts, financial problems, health problems and life transitions.

1. Criminology Students' Time Management Challenges

Non-compliance with project deadlines emerges as a personal aspect contributing to academic delinquency.

According to Participant 2 " Dahil hindi po nakapag comply pag pasa ng mga importante project sa subject , Siguro po kasi hindi nakapag pasa sa tamang oras na dapat maicomply mo". (The failure to meet the submission deadlines for critical projects in the subject may have contributed to the unsatisfactory performance).

This statement was also supported by Participant 3 " Simula second year maximum irregular na madam kaya naging irregular kasi

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ako may di nakomplyan, mababa yung grades madam kaya inulit yung subject. May mga subject po ako na di napapasukan, di nakakapagtake ng exam” (Since second year, I was a maximum irregular student. That’s why I became irregular because I didn’t comply to some of my subject and got low grades that is why I retake the subject. There are also subjects who I didn’t attended and have not taken examination.)

Failure to meet project deadlines reflects a lack of effective time management and organizational skills. Additionally, students often encounter elevated stress and increased school load as they scramble to fulfill deadlines due to the pressure to make up for missed projects. Time management can be challenging for students who are juggling extracurricular activities, multiple classes, and a social life.

Interventions should focus on enhancing students' project management abilities to ensure timely completion of academic requirements. Instructors and administrators may foster a more encouraging learning environment where students thrive in their academic pursuits by learning the causes of students' tardiness and putting strategies in place to solve them. In addition, incorporating workshops on time management, project planning, and effective study habits into the criminology curriculum can assist students in developing essential skills for academic success, reducing instances of non-compliance with project deadlines.

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Studies of Omoponle (2023) and Taguba (2022), stressing psycho-phonological factors and personal elements as contributors to academic delinquency. To address this, these entail incorporating workshops on time management, project planning, and effective study habits into the criminology curriculum. These interventions can assist students in developing essential skills for academic success, thereby reducing instances of non-compliance with project deadlines.

2. The Impact of Financial Hardships on Academic Delinquency

Financial challenges emerge as a significant personal aspect contributing to academic delinquency.

According to Participant 1 "Sakin mam naexperience ko po dahil po sa financial po kasi kinukulang po sa budget sa tuition" (I encountered these challenges primarily due to financial constraints, specifically the insufficiency of funds for my tuition).

This statement was also supported by Participant 5 "based din po sa mga naobserve ko na students po like financial problem ; mga working students po madam kaya nahihirapan sa pag-aaral" (Based on my observations, a significant proportion of students are experiencing financial difficulties. This is particularly evident among working students who often face challenges in balancing their academic and personal needs).

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Financial challenges pose a considerable barrier to academic success, influencing students' capacity to focus on their studies. Education entails additional hidden costs in addition to tuition such as cost for their everyday living expenses, transportation, and payments for their housing/boarding, these costs can further strain a student's budget. Working students spend long hours at work and less time dedicated to studies just to sustain their finances. This leads to a conflict with time management, making it challenging to adequately prepare for examinations, submit assignments, and attend classes. The findings highlight the need for targeted financial support systems within criminology programs to alleviate economic burdens on students.

Institutions should consider implementing financial aid programs, scholarships, or work-study opportunities tailored to the unique needs of criminology students. Creating a supportive financial environment, such as work-study programs, allows students to earn their educational support while attending school by working as student assistants in the institution, and other grant scholarships or educational assistance can enhance their academic performance and reduce the risk of delinquency associated with economic difficulties.

Integrating this with the existing literature, the finding resonates with Vakkai (2020) and Dulay T. R. L (2023) . Vakkai's study highlight the financial pressure of students. The cost of education, living expenses, and other financial obligations can be overwhelming for many students. Financial pressure can negatively impact students' academic performance by causing stress, reducing motivation, limiting access to resources, and leading to absenteeism for those who are working students. Dulay's findings underscore the significant financial challenges

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faced by many students, particularly those from lower-income backgrounds. These challenges can hinder their academic pursuits and negatively impact their overall well-being.

3. Lack of participation and motivation affects students' performance

Lack of motivation emerges as a contributory factor in academic delinquency.

According to Participant 2 " kapag hindi natutuunan ng pansin ang pag aaral. Iba din po kasi nagbubulakbol at di makafocus sa pag aaral ng subject" (when not paying attention in their academics. Some were also grumbling and unable to focus on studying the subject).

The importance of addressing motivational challenges among criminology students result to academic struggles due to lack of motivation that may decrease self-esteem and result in experiences of inadequacy. Students can lose motivation as a result of this damaging process. Students who lack motivation may engage in disruptive behaviors in the classroom, such as talking over other students, not paying attention, or falling asleep, which may adversely affect other students' ability to learn and unproductive learning environment for everyone.

Motivational enhancement programs, mentorship initiatives, and career guidance can help students find purpose and direction in their academic pursuits. Implementing mentorship programs and career counseling services can contribute to fostering a sense of purpose among criminology students. Motivational interventions should be integrated into academic support

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structures to foster a supportive learning environment, help unmotivated students regain their motivation, develop a love for learning, and achieve academic success.

With existing literature, echoing the insights from Holden et al. (2021) and Pagaling et al. (2022), which stress the nature of personal struggle on motivation impacting academic engagement implementing motivational enhancement programs, mentorship initiatives, and career guidance becomes crucial. These interventions should be integrated into academic support structures to address issues related to student engagement.

4. Effects of Physical and Mental Health for Criminology Students

Health problems emerge as a personal aspect influencing academic delinquency.

According to Participant 5 "Im suffering before depression po kasi malayo po sa mga magulang sa mga parents na sya pong support system ko po yun yung dahilan kaya po di masyado nakaka komply sa mga project sa itnidakdang panahon, pagdepress ko di po ako nakatulog ng maayos. One time nakatulog po ako sa klase" (I've been struggling with depression because I'm far away from my parents, who are my support system. That's why I often miss project deadlines. When I'm depressed, I can't sleep well. One time, I even fell asleep during class.)

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The interconnectedness of mental health and academic engagement hinders students' learning. Unattended health issues can limit students' future career opportunities and delay their ability to continue their educational pursuits. Standardized testing, the pressure to achieve high grades, and the competition from other classmates are all potential contributors to enormous stress. Moreover, depression can have detrimental effects on physical health, resulting in disturbances to sleep and appetite as well as an increased risk of substance abuse and significantly decreased students' concentration, motivation which may result in poor performance and academic difficulties.

Implementing mental health support services and awareness programs can contribute to a more holistic approach to addressing health-related challenges. Intervention to these struggles can encourage students to seek help without stigma and promote mental health awareness, prioritize mental health resources, offering counseling services, awareness campaigns, and creating a stigma-free environment. Recognizing the connection between health and academic performance is essential for reducing the risk of academic delinquency.

Integrating this aligns with the study of Azeredo et al., (2019) which indicates that the family environment plays a significant role in influencing students' academic delinquency. Beyond socioeconomic factors, the quality of family relationships, characterized by affection and protection, is a crucial determinant in a student's susceptibility to delinquent behavior. Thus, the role of health in academic performance, emphasizing the need for mental health support services, awareness programs, and a stigma-free environment. Recognizing the

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connection between health and academic performance is essential for reducing the risk of academic delinquency

The Impact of Family Dynamics and Relationships on Academic Performance

Academic delinquency and a student's academic performance can both be strongly impacted by family factors. This is an illustration of how a student's look at toward learning can be impacted by family dynamics. Family dynamics and relationships are the complex interactions and patterns of behavior that occur within families. Family conflict and lack of family supports can negatively impact students' academic performance due to emotional stress, lack of motivation, disrupted routines, financial hardships, and behavioral problems. In this study, academic achievement can be significantly impacted, either positively or negatively, by family dynamics and relationships.

1. Family Conflict and Lack of Family Support

Family problems emerge as a significant family aspect influencing academic delinquency.

According to Participant 3 "siguro yun naging malaking factor kung bakit nagretake nang subject, naging irregular ako ay family problem din" (Family issues were probably a significant factor in my academic struggles, which led to me having to retake a course and becoming an irregular student).

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This statement were also supported by Participant 4 "Lost of moral support from the families specially sa mga malalayo, especially dito boarders so parang karamihan adjustment pa specially mga first year naghahanap din ng makakasama don kasi di maisip nila na magisa sila" (Boarders, particularly freshmen, face challenges due to the lack of moral support from their families. Being away from home can be tough, and they often search for a sense of belonging).

Participant 5 " malayo sa magulang , nahirapan po na makapagsabi ng ganito kinulang ko, pag matured kana , pag adult kana po mahihirapan kana po talaga humingi sa parents mo,sa kapatid mo." (Being far from my parents, I find it difficult to admit when I'm lacking something. As you grow older, it becomes harder to ask for help from your parents or siblings).

The relationship between family dynamics and academic engagement of students who are dealing with family issues may find it difficult to focus in class, accomplish assignments, and retain learning. These emotions can also be detrimental to their mental health and productivity at school. In some cases, students might act out in class or display disruptive behavior as a way of coping with unresolved family issues. Thus, family problems have negative impact on students' well-being and academic performance.

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Institutions should recognize the impact of family-related stressors on students' well-being and academic success, necessitating a family-inclusive support approach which involves by providing resources such as family counseling services, support networks, and outreach programs. Acknowledging and addressing family-related challenges can contribute to minimizing academic delinquency.

The studies of Liu et al. (2020) and Bacchini et al. (2020), which emphasize the role of family dynamics in shaping students' academic engagement. They identified that institutions should recognize the impact of family-related stressors, necessitating a family-inclusive support approach. Creating a supportive family-inclusive environment involves providing resources such as family counseling services, support networks, and outreach programs.

The Societal Roots of Academic Failure

Peer and social influences have a big impact on how students learn and can have either a beneficial or detrimental effect on academic delinquency. The cycle of shame to fear of peers' judgment described to a negative feedback loop where feelings of shame can lead to a fear of judgment from others, which in turn reinforces the original feelings of shame. Young adults, who are often sensitive to peer opinions, can be negatively impacted by the cycle of shame and fear of judgment. Social media addiction can worsen this impact, leading to detrimental effects on academic performance. Understanding and managing social media addiction is crucial for improving academic outcomes.

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1. The Cycle of Shame to Fear of Peers judgement

Personal problems emerge as a social/peer aspect contributing to academic delinquency. Participant 5 shares experiences of nightly nightmares and the struggle to communicate personal challenges to instructors due to fear of judgment.

According to Participant 5 " 2nd sem ng 1st year ,Sa past ko din po kasi, kaya nababangungot po ako araw araw tapos wala ako mapagsabihan and even sa mga instructors ko po di ko din po napagsabihan na ganito po naexperience ko sa kanila dahil din po sa takot, at mahusgahan ka although teacher ko po sila dapat magtiwala" (I've been struggling with recurring nightmares related to my past, and it's been affecting me a lot. I haven't been able to open up to anyone, not even my professors, out of fear of being judged although they are my teacher, I should trusted them).

The importance of creating a supportive environment where students feel comfortable sharing personal challenges. It can be challenging to concentrate and participate in class when one of them feels excluded or misunderstood. Without clear communication, actions or behaviors can be misinterpreted. Furthermore, through comprehending the causes behind and consequences of being misunderstood and employing these adaptive techniques, learners can effectively manage these obstacles and create a favorable educational experience.

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It can be detrimental to a student's future relationships and professional success to struggle with social interactions in school as it can prevent them from developing strong social skills. Institutions should foster a culture of open communication, providing students with avenues to express personal concerns without fear of judgment by establishing a safe space where students can talk about their experiences and get support within their families and institution is one way to take preventive action. Additionally, mentorship programs and peer support initiatives can contribute to creating a more empathetic and understanding academic community.

The study of Geurero-Dib et al. (2020) emphasized the connection of academic dishonesty that was investigated as a consequence of academic delinquency, which placed a strong emphasis on the engagement of the social environment and the tendency to display similar actions in other contexts. It looked into the importance of creating a supportive environment where students feel comfortable sharing personal challenges.

Thus, implementing communication channels, mentorship programs, and peer support initiatives can contribute to creating a more empathetic and understanding academic community.

2. Impact of Gripping on Social Media and Social Media Addiction to Academic Delinquency

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Gripping social media content and addiction on the use of devices is highly engaging, captivating, and compelling, capable of holding users' attention and encouraging interaction that emerge as a social/peer aspect contributing to academic delinquency.

According to Participant 4 " Social media's mga vlogs, yun din na aabsorb nang nature" (Social media vlogs also contribute to the environmental impact leading to academic delinquency).

This statement was also supported by Participant 5 "Nakacommit po akong mistake sa school po .pero hindi ko naman po yung intensyon, I was the Governor that time po, ako po talaga inatasan na mag collect po para t-shirt ; that time po mam sabay po kang pagkadepress ko ang nasa isip ko po kaya that time mam , wara na sako matabang si nakollect ko po mam nagamit ko po ito mam sa pag seek ng help ko ning namamatian ko po sa past ko po mam. Victim po kaya ako ng rape. Nagamit ko po yun mam sa pag seek ng Help para makausap po ako, like online po.Grabe na po kaya eagerness ko po mam kung бага matabangan ako ta garo na po бага ako mam mabubua, urualdaw ako tig-babangungot" (I made a mistake at school, but it wasn't intentional. I was the Governor at the time, and I was tasked with collecting money for t-shirts. During that time, I was struggling with depression, and I used the collected money to seek help for a traumatic experience from my past. I was a victim of rape. I used

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the money to find online resources and support to help me cope with what I had been through. I was desperate for help and felt like I was falling apart. I was having nightmares every night).

Over-reliance on social media from students may result in an array of detrimental outcomes that affect their social, mental, and academic development. Social media platforms can expose students to offensive material, such as hate speech, violence, or ominous imagery, which can be detrimental to their mental development. Some social media platform can also serve as habitats for cybercriminals who target vulnerable youths. Although social media can be a fantastic tool for connecting with people and for amusement, it can be particularly engaging for those who are depressed. However, excessive use of social media and relying on it to get through difficult times can also have an adverse impact on students.

The need to address the influence of social media on students' academic focus and productivity. Implementing strategies to promote responsible social media use and time management is crucial to mitigating its negative effects. Instructors shall regularly monitor their students who may experience depression to provide preventive measures. Communicate with a professional counselor or therapist if depression are severe. Promote involvement in extracurriculars, organizations, and sports which provide possibilities for personal growth, stress relief, and social interaction. Educational campaigns on responsible social media use and time management can contribute to creating awareness among students such as

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cybercrime prevention programs and integrating digital literacy programs into the curriculum

can empower students to balance their online activities with academic responsibilities.

Integrating this theme aligns with studies like Tus (2020) and Obsuth et al. (2021), which stress the interplay between students' stress, social environment, and peer relationships resulting from social media influences that educational campaigns on responsible social media use and time management may integrate digital literacy programs into the curriculum to empower students to balance online activities with academic responsibilities.

Environmental Obstacles to Academic Success

Academic delinquency can be greatly impacted by environmental factors, which can also have an impact on a student's motivation, participation, as well as overall performance. Peer influence can negatively impact academic success. Students may feel pressured to engage in negative behaviors, experience bullying leading them to low-self esteem, compare themselves negatively to peers, or be distracted by peers who are not focused on academics. These factors can hinder academic performance. In this study, self-doubt particularly when influenced by peer pressure, can have a profound negative impact on criminology students.

1. The Negative Effects of Self-Doubt with Peers on Criminology Students

Lack of confidence with peers emerges as environmental aspect contributing to academic delinquency.

According to Participant 4 "Pag baba ng boost of confidence nila

sa mga peers, friends, supports . nalalabuan sila kasi syempre di naman

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maiiwasan talaga na pag college marami kang makikilala” (Their confidence can waver when they don't get as much support from their peers and friends, especially in college where they meet so many new people).

Confidence among peers is a problem for many students. Learning challenges, poor grades, or a sense of falling behind in school may all severely damage a student's self-esteem. Low self-esteem and feelings of failure may arise from pressure internally as well as externally that comes from living according to higher expectations.

This lack of confidence may additionally have an impact on the student's interpersonal relationships, academic performance, and overall well-being. Likewise, implementing programs that promote positive peer relationships and self-esteem can contribute to a more supportive academic environment.

Encourage students to have a growth mindset by highlighting the connection among learning, effort, and improvement. This can be achieved by giving them positive coping strategies to deal with criticism and setbacks. In addition, a supportive environment where students feel valued and respected for who they are can be created by families, schools, and other stakeholders. Thus, building students' confidence can create a conducive atmosphere for academic success, mitigating the risk of delinquency.

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The studies of Schartz J. A. et al. (2029) , Khang & Tang (2023) and Sangka (2022) emphasizes the significant role of environmental factors in influencing students' academic delinquency.. Schartz, J.A et al.'s study reveals a complex interplay between genetic and environmental factors in influencing academic delinquency. Peer deviance acts as a moderating factor, intensifying the impact of environmental influences on delinquent behavior. Khang & Tang's explores the connections between social environment, school engagement, and delinquency, providing valuable insights for policymakers. A comprehensive study by Sangka examined the global prevalence of academic dishonesty among students and identified various contributing factors, including environmental influences.

3. Actions taken by the Institution to Address Academic Delinquency among Criminology Students

Subsequently there are certainly numerous contributing factors to this complex issue, a multi-layered approach is necessary. In accordance to this study, the primary institution is in charge of overseeing students' education, which entails creating an effective support system that addresses the academic, social, and personal issues that lead to academic delinquency. Furthermore, giving corrective measures and interactionary processes such as support through guidance, counselling and resolving issues fosters criminology student achievement and reduces the potential of academic issues.

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1. Corrective Measures for Academic Delinquency

Corrective action is an essential instrument for success, excellence treatment, and performance improvement. Institutions can improve their overall effectiveness and credibility by being proactive in addressing issues and preventing in the future. Remediation and remedial actions are essential strategies in addressing academic delinquency.

By providing targeted support and additional resources, these interventions aim to improve the academic performance of struggling students and help them catch up with their peers

a. Remediation Action

The provision of a completion form for retaking subjects emerges as an institutional action to address academic delinquency.

According to Participant 1 " Ginawa po nung una pinaapply po ako ng completion form sa registrar po prinocess nalang po nila at pinaulit at niretake yung subject." (It was done when I first applied for a completion form at the registrar, they just processed to retake the failed subject).

This statement was also supported by Participant 4 " Sa dropped naman retake it admit it kasi kasalanan mo naman yan eh" (Dropped subject were retaken. Admit it because it is my fault)

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Completion forms are an essential administrative tool which allows students retake classes with greater convenience. Retaking a subject doesn't signify failure. It's a chance for students to show that they are committed to learning and raise their academic standing.

Moreover, the availability of completion forms suggesting the institution acknowledges the diverse challenges students may face, offering a pathway for academic recovery. This reflects a proactive stance, recognizing that academic setbacks are not irreversible, and students should be afforded opportunities for improvement.

The completion form mechanism is a valuable tool; however, ensuring its accessibility and promoting awareness among students is crucial. In addition to these preventive measures it is effective for students to encourage them to continue their academics by having a supportive network of advisors, professors, or classmates when retaking a subject. Institutions should consider proactive communication and guidance to make students aware of this option, reducing barriers to its utilization.

The provision of a completion form for retaking subjects reflects the institution's acknowledgment of diverse challenges and offers a pathway for academic recovery. This aligns with the literature's emphasis on personalized mentoring and specially designed courses as effective strategies Abreu J. (2020) and Engstrom & Scott (2022). The completion form mechanism can be considered a practical implementation of a personalized approach to address academic setbacks.

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b. Remedial Action

The submission of requirements for incomplete (INC) grades serves as an institutional mechanism to provide students an opportunity to fulfill outstanding obligations.

According to Participant 2 " Binibigyan ng pagkakataon na makapasa , na maicomply po yung bagay na naging dahilan ng pag incomplete grade nya;" (Institution were also given opportunity to comply/fulfill the reason of my incomplete grade).

This statement were also supported by Participant 3 "May ilan na adviser na nagbigay ng palugin, nagbigay nang chance na ma complyan, para magkaroon ng grades madam" (There are some advisers who gave consideration and deadline.They also give a chance to comply to have grades in incomplete grades,mam).

Participant 4 "There is 3 months to properly comply from registrar na dapat maasikaso" (There is 3 months to properly comply incomplete grades from the registrar that should be attended to).

Institutional action demonstrates a commitment to recognizing students' circumstances and providing a structured approach to address academic deficiencies. When students face unanticipated challenges like illness, family emergencies, financial hardships, or other issues that make it difficult for them to submit assignments and other output on time,

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instructors take these into considerations by indicating them with an INC grade, which students must adhere to for a set amount of time to avoid receiving a failed grade, for it may have serious consequences for students' academic standing and progress. Thus, allowing students to complete requirements, institutions foster a culture of support rather than punitive measures for academic shortcomings.

Incorporating clear guidelines and timelines for submitting requirements for INC grades is essential. Students can potentially maintain their academic standing and avoid receiving a failing grade by successfully completing the missing work. For a successful outcome, though, efficient time management, clear communication with the instructor, and knowledge of institutional policies are essential. This action not only aids individual students but also contributes to an institutional culture that prioritizes student success and provides avenues for academic redemption.

Institutional actions involving the submission of requirements for incomplete (INC) grades demonstrate a commitment to recognizing students' circumstances and providing a structured approach to address academic deficiencies.

This aligns with the literature's focus on prevention-focused strategies, including addressing academic integrity problems (Clare, 2023). The submission of requirements for INC grades can be seen as a preventive measure that fosters a culture of support rather than punitive measures.

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2. Interactionary Processes

This theme discussed the crucial and vital processes of institutions to have effective conflict resolution strategies in place to address student conflicts promptly and effectively. By giving students the tools and support they need to overcome obstacles and raise their academic performance, guidance and counseling are essential in the struggle against academic delinquency. Counselors can assist in recognizing underlying issues, coping mechanisms, individualized action plans, and problem resolution by providing a secure and private environment for learners to express themselves regarding their concerns..

a. Support through Guidance and Counselling

Support from advisers and the registrar's office emerges as a crucial institutional action in addressing academic delinquency.

According to Participant 2 "Pinagsasabihan po na mag-aral ng mabuti para hindi magkaroon ng mababang grado at magkaroon ng INC" (Administrators were also giving advises to study hard so I don't get low grades and INC).

This statement was also supported by Participant 3 "yung malaking tulong mam isa siguro yung registrar madam ,naexperience ko ng pagiging irregular madam. Tinulungan nya ako na maipasok yung ilan ko pang subject mam di po talaga kaya sa schedule ko pero naisingit parin nya." (A one big help mam probably the registrar, I

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experienced being irregular mam. The registrar helped me to retake my other failed subjects though it was not possible due to loaded schedule, but the registrar still find ways just to retake my failed subjects).

The support structure involving advisers and the registrar's office underlines the importance of personalized assistance. Advisers play a pivotal role in guiding students through academic challenges, contributing to a more holistic and individualized approach to student support. Advisers guide students in exploring potential majors and minors based on their interests and career aspirations. While registrar's office handle the administrative side of your academic journey of the students. Students can consult the registrars' office to understand specific institutional policies related to academic delinquency, including deadlines, appeals processes, and reinstatement procedures.

Institutions should recognize the significance of mentorship programs and invest in training and resources for advisers. Strengthening these support networks enhances students' confidence in seeking guidance, contributing to overall academic well-being. Support from advisers and the registrar's office is identified as a crucial institutional action, emphasizing the importance of personalized assistance.

This aligns with the literature's Sumad-on et al.(2022) and Olulowo et al. (2020) discuss on the benefits of mentorship programs and personalized guidance in addressing

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academic delinquency. Strengthening support networks, as suggested in the findings, is consistent with the literature's emphasis on the role of advisers in guiding students through academic challenges (Sumad-on et al., 2022). Olulowo et al.'s study emphasized the personalized support and guidance, peer tutoring can help students overcome academic challenges and reduce their risk of engaging in delinquent behavior.

b. Resolving issues

Implementing effective conflict resolution strategies, schools can empower students with the skills necessary for both academic and social success. Institutional actions that contain assessment, evaluation, and investigation of academic matters are evident.

According to Participant 5 " Nag conduct lang po sila ng ano tinanong po mga students kung ano daw ba binigay ng instructor kung ano daw ba gagawin nila. Ako naman po dae pa palan ito naapprove ni Pres. Nagduman po si ate sa office, nung time na yun nahospital po ako , pinagkasunduan po na babayadan nalang po at settle na, kinauron din po ako" (They just conducted what the students were asked what the instructor said they were supposed to do. As for me, it just then lately I discover that it is not yet been approved by the President. My sister reported at the office were I was in the hospital that time, to conclude, it was agreed that the total amount that was taken shall be paid, after which they also talked to me.)

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Conducting investigations signifies an institutional commitment to fairness and accountability. It ensures that student concerns are heard and addressed, fostering trust in the institution's ability to handle academic matters impartially. Moreover, all information collected during the investigation should be kept confidential according to institutional policies.

Institutions should maintain transparent communication channels and well-defined investigation procedures. This action contributes to a sense of justice and fairness, promoting a positive institutional image and reinforcing the idea that academic concerns are taken seriously. Institutional actions involving the investigation of academic matters reflect a commitment to fairness and accountability.

This aligns with literature that discusses the significance of transparent communication channels and investigation procedures in addressing academic delinquency Fisher et al. (2023) and Maguin & Loeber (2023). The findings emphasize the importance of maintaining trust through fair investigations, reinforcing the idea that academic concerns are taken seriously. Moreover, Estefan et al's research demonstrates the positive impact of certain programs in mitigating risk behaviors among most groups of students. These programs likely provide valuable support and resources that help students make healthier choices and avoid engaging in risky behaviors (Estefan et al , 2021).

Concludingly, this reveals that the institution employs multiple strategies to address academic delinquency among criminology students. These include providing completion forms for subject retakes, facilitating the submission of requirements for INC grades, offering

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support through advisers and the registrar's office, and conducting investigations into academic matters. These interventions, when implemented effectively, contribute to a supportive academic environment that enables students to overcome challenges and succeed in their studies.

Overall, the data aforesaid reveals the intricacy of academic delinquency, influenced by a variety of factors ranging from personal struggles to institutional responses. The nature of academic delinquency stresses the need for holistic interventions that address not only academic performance but also the personal and environmental challenges faced by students. Understanding these factors is essential for educators, policymakers, and institutions aiming to create effective strategies and support mechanisms tailored to the diverse needs of criminology students.

4. Proposed Code of Discipline for Criminology Students

The Proposed Code of Discipline for Criminology Students is a comprehensive framework designed to promote a conducive learning environment, foster academic excellence, and encourage positive conduct among criminology students. This code outlines the definitions, general principles, grounds for disciplinary action, disciplinary process, penalties, institutional responses, and collaboration and communication to ensure a disciplined and respectful community.

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