

EXAMINING THE RELATIONSHIP BETWEEN GANG INVOLVEMENT AND ACADEMIC PERFORMANCE OF JUNIOR HIGH SCHOOL STUDENTS IN BATASAN HILLS NATIONAL HIGH SCHOOL

ABSTRACT

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Criminology

KEYWORDS

junior high school; gang involvement; academic performance; school policy; youth behavior; counseling programs

ARTICLE ID

AASGBCPJMR-B92627

Gang involvement among youth presents a significant concern that can hinder individual development and academic success. It affects multiple aspects of student life, such as academic performance, classroom participation, assessment completion, and behavioral conduct. This study aims to examine the relationship between gang involvement and the academic performance of Junior High School students at Batasan Hills National High School, focusing on how gang affiliation may influence educational outcomes and classroom dynamics. This research employs a quantitative non-experimental design using a descriptive method. Purposive sampling was utilized to identify 40 Junior High School students involved in gangs and 10 teachers as respondents. Data were gathered through structured survey questionnaires designed to measure academic participation, assessment performance, and behavioral patterns associated with gang involvement. The findings show that most gang-involved respondents were male, aged 18 to 20 years old. In terms of class participation, the highest-ranked item was "Gang-involved students participated less in class discussion," with a weighted mean of 2.94, interpreted as "Agree." For assessment, the top indicator was "Gang-involved students often fail to meet deadlines for academic requirements," with a weighted mean of 3.03, also interpreted as "Agree." Regarding behavior, the item "Gang-involved students frequently disrupt classes" ranked highest, with a weighted mean of 3.08. Furthermore, the strongest identified influence of gang-related social pressure was that "Gang-influenced students tend to avoid authority figures, including teachers and school officials." The most recommended strategy to address this issue was strengthening counseling and guidance programs, which emphasizes the importance of empathy and active listening in student support services. To mitigate the negative effects of gang involvement on student performance and behavior, the study recommends the implementation of mentorship programs to build trust between students and authority figures. It also suggests peer mentorship systems, conflict resolution and anger management training, and the establishment of peer support groups to encourage positive behavior. Additionally, school-wide campaigns that promote respect for school property and authority can foster a safer and more inclusive environment. These interventions aim to reduce the influence of gang culture and support the academic and personal development of at-risk students.

RECOMMENDED CITATION

Altura, J., Eugenio, J., Galapon, P. N., Sadia, M., & Sugabo, F. K. (2025). Examining the Relationship Between Gang Involvement and Academic Performance of Junior High School Students in Batasan Hills National High School. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts*, 7(4), 3.