

**TITLE PAGE**

**JUVENILE DELIQUENCY AMONG SECONDARY SCHOOL STUDENTS IN  
LUGBE, AMAC, ABUJA**

**BY**

**OLOYEDE, MARY NNALADI  
NSU/PGD/SOC/0008/18/19**

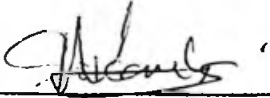
**A PROJECT SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,  
NASARAWA STATE UNIVERSITY, KEFFI IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE AWARD OF POSTGRADUATE DIPLOMA IN  
SOCIOLOGY**

**DEPARTMENT OF SOCIOLOGY  
FACULTY OF SOCIAL SCIENCES  
NASARAWA STATE UNIVERSITY, KEFFI  
NIGERIA.**

**MARCH, 2020**

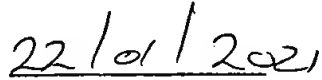
## DECLARATION

I hereby declare that this project has been written by me and it is a report of many previous applications for post graduate Diploma. All quotations are indicated and sources of information specifically acknowledge by means of references.



MARY NNALADI OLOYEDE

NSU/PGD/SOC/0008/18/19



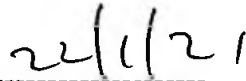
Date

## CERTIFICATION

The project "Juvenile Delinquency among secondary students in Lugbe, AMAC, and Abuja" meets the regulations governing the award of postgraduate Diploma, of the school of postgraduate studies, Nasarawa state university, Keffi and is approved for its contribution to knowledge.



-----  
**Dr. U. C. Osiogu**  
Project Supervisor



-----  
Date

-----  
**Dr. U. C. Osiogu**  
Head of Department

-----  
Date

-----  
**Prof. Theophilus D. Lagi**  
Dean faculty of social science

-----  
Date

-----  
**Prof. J. M. Ayuba**  
Dean, School of Postgraduate

-----  
Date

## DEDICATION

I dedicate this research to God Almighty the Alpha and Omega of my life for the grace to start and finish this work, to him be all the glory honour and adoration.

## ACKNOWLEDGEMENT

I am grateful to God Almighty for giving me the grace to complete this work.

My profound gratitude to my Supervisor Dr. U.C. Osiogun for his help, patience and devotion to duty in guiding me through this work thank you Sir.

Special thanks to my coordinator and all the lecturers in the Department of Sociology for their contribution to my knowledge during my academic pursuit.

I deeply appreciate my dear husband Mr. Oyekan Olaoluwa Oloyede for his moral/financial support, prayers and encouragement and my lovely children Imisioluwa and Ilerioluwa for their patience, prayers and understanding throughout the period of this study.

Finally, my thanks goes to the principals and guidance/counseling units of all the five (5) schools, Oasis International, Britarch, Destiny Academy, Spiritan Girls and Premiere Academy for their assistance.

## ABSTRACT

This study is on juvenile delinquency among secondary school students in Lugbe, AMAC Abuja. 244 students of senior secondary classes one, two and three were used as samples. Four co-educational schools and one girl school were selected for use. The research instrument for the study was self-constructed questionnaires. Data collected were analyzed using simple percentage (%). Findings from the study showed that poor parenting, peer pressure and lack of good guidance and counseling in schools were instrumental to student's delinquent behaviour. The high rate of juvenile delinquency often receives great attention from the news media because it is seen as one of the menace that destroys life and property in our society today. Secondary schools are mostly affected by this problems, as most student in secondary are under-aged children who can be pushed by youthful exuberance. The need to develop understanding of the deviant behaviour was of utmost importance, therefore, this research discussed the three common theories which are anomie theory, the subculture theory and the differential opportunities theory. In each of the theories considered, values or beliefs play some role in causing delinquency and the role of the school and family in transmitting them ties the structure-functional theories together. Recommendations include that parents and guardians should fulfill their responsibility to provide, relate effectively and be involve with the activities of the children, school programmes, functional guidance and counseling unit should be establish in all schools where students can go to and present their problems for appropriate guidance.

## TABLE OF CONTENTS:

Title Page	-	-	-	i
Declaration	-	-	-	ii
Certification	-	-	-	iii
Dedication	-	-	-	iv
Acknowledgement	-	-	-	v
Abstract	-	-	-	vi
Table of Contents	-	-	-	vii
List of Tables	-	-	-	ix

### CHAPTER ONE: INTRODUCTION

1.1	Background to the Study	-	-	-	1
1.2	Statement of the Problem	-	-	-	3
1.3	Research Questions	-	-	-	4
1.4	Objectives of the Study	-	-	-	4
1.5	Significance of the Study	-	-	-	5
1.6	Scope of the Study	-	-	-	6
1.7	Definition of Operational terms	-	-	-	6

### CHAPTER TWO: LITERATURE REVIEW

2.1	Conceptual Review	-	-	-	8
2.1.1	The concept of Juvenile Delinquency	-	-	-	8
2.2	Empirical Review	-	-	-	9
2.2.1	Nature and Causes of Juvenile Delinquency	-	-	-	9
2.2.2	The Types of Juvenile Delinquency that are prevalent in the secondary schools	-	-	-	17
2.2.3	The effect of Juvenile delinquency on the student and administrative role of the school	-	-	-	18
2.3	Theoretical Framework	-	-	-	20
2.3.1	Anomie Theory	-	-	-	21
2.3.2	Subculture Theory	-	-	-	21
2.3.3	Differential Opportunity Theory	-	-	-	22
2.4	Summary	-	-	-	23

### CHAPTER THREE: RESEARCH METHODOLOGY

3.1	Research Design	-	-	-	25
3.1.1	Study Area	-	-	-	25

3.2	Population, Sample and Sampling Techniques	-	-	-	25
3.3	Method of Data Collection	-	-	-	28
3.4	Technique for Data Analysis	-	-	-	29

#### CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1	Data Presentation	-	-	-	30
4.2	Data Analysis and Result	-	-	-	32
4.3	Discussion of Findings	-	-	-	37

#### CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1	Summary	-	-	-	40
5.2	Conclusion	-	-	-	41
5.3	Recommendation	-	-	-	41
5.4	Limitation of the Study	-	-	-	42
	References	-	-	-	43
	Appendices	-	-	-	45

## LIST OF TABLES

TABLES	PAGES
3.2.1 Shows Total number of student of each of the selected schools.	26
3.2.2 Shows number of questionnaires distributed to each schools.	28
4.1.1 Lot of schools of the respondents.	30
4.1.2 Shows class distribution of the respondents.	31
4.1.3 Indicates gender distribution of the respondents.	31
4.1.4 Shows Age distribution of the respondents.	31
4.2.1 Shows respondents view on the major reasons that makes young People (students) indulge in juvenile delinquency.	32
4.2.2 Indicates respondents response on a functional guidance counseling unit in their school.	32
4.2.3 Shows the frequency of how often the students come late for lesson/ Classes.	33
4.2.4 A presentation of respondent response on teacher/counselor helps to Guide/encourage.	33
4.2.5 Simple percentage analysis of being deliberately absent a punishable Offense in the school.	34
4.2.6 Shows amount of time respondents spend with their parents during holidays.	34
4.2.7 Shows the frequency of how often respondents go out with friends without notice of parents.	35
4.2.8 Shows frequency of respondents participation in social media Clothing.	35
4.2.9 Indicates respondents' response on timely payment of school fees.	35
4.2.10 A presentation of the total distribution of respondent view on the Worst delinquency problem in high school.	36
4.2.11 Indicates has often respondents (students) understands when the Teacher teaches.	36
4.2.12 A presentation of the respondent view on what best would "fix" The stated problem (juvenile delinquency among students in high School.	37

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Juvenile delinquency, also known "juvenile offending", is the act of participating in unlawful behaviour as minors. (Juveniles, i.e. individuals younger than the statutory age of majority). The Nigerian constitution of 1979 defines juvenile delinquency as a crime committed by a young person under the age of 18 years as a result of trying to comply with the wishes of his peers or to escape from parental pressure or certain emotional stimulation. A child is absolutely born innocent but certain social and environmental factors in a negative aspect diverge their minds towards criminal tendencies, whose removal might mould them into a person of stature and excellence.

Recently juvenile delinquency has become an important form of criminology. Juveniles have got serious forms of delinquent behaviour which may hamper the stability and social command of our society. The deviant behaviour of the juvenile has created social disorder and destruction of moral values which is creating an alarming position in organized society. Abnormal behaviours such as underage smoking ,continued failure to attend school [truancy], petty theft underage drinking, fighting, vandalism, trespassing, exam malpractice, cultism, school violence, bullying, school dropouts, sexual abuse, drug-related offenses, murder, rape, kleptomanias, disobedience homicide, kidnapping, robbery etc. are some of the delinquent crimes associated with juvenile.

In Nigeria today problems exists in primary, secondary and tertiary institutions, one of the obvious problems can be identified as juvenile delinquency .this has been an age long problem but juvenile delinquency of the past cannot be compared with that of the present era. The problem increases and becomes less manageable as our population grows and as

people concentrate into crowded commercial centres. This social problem has eaten deep into the whole world like a cankerworm, and Nigeria is not an exception. Young girls who are supposed to be at school instead are found on the streets and club houses looking for men to give them ride and buy things for them. Young boys (teenage] are found in bars, hotels, parks brothels etc, engaged in one nefarious activity or the other. The rate of crime commission in the whole country has reached an alarming stage, people do not feel safe anymore because of the menace of armed robbers and hired assassins. Truancy has become a problem that parents in almost every family and all schools are faced .students often wander rather than go to school and engage themselves in abnormal behaviours.

According to Nye (1968), delinquency is associated with low church attendance, high mobility, urban family, broken and unhappy homes, employed mother, mutual rejection by parents and children, lack of appropriate discipline by parents, father's low status and low acceptance in the community, antisocial or unethical parental behaviour, lack of value agreement between parents and children, dissatisfaction with parents, allocation of funds to children and lack of advice, counseling on appropriate matters. Drug addictions, as well as teen pregnancy are high delinquency behaviours among the adolescent today with its resultant effect of dropping out of school and causing untold hardship to parents.

Sandhu (1977) contended that broken homes contribute to delinquency in children but argued that it was higher among girls than among boys. He also found that girls from broken homes have little or no marital goals, instead they develop greater excitement in illicit sexual adventures and postulates that no matter for what offences the female juvenile is arrested, there is sexual theme underlying her delinquency. A greater deal of scientific research examines the relationship between poor school performance and

delinquency. The direction of the causal link between education and juvenile delinquency is fundamentally complex. Early aggressive behavior may lead to difficulties in the classroom such difficulties, in turn may result in a child receiving unfavorable evaluation from teachers or peers, these in turn might result in delinquency. In addition, many studies have shown that family and child characteristics predict both problems in school and an increased likelihood of delinquent behavior.

The school, as a part of society, and together with all other agencies in society, has the responsibility to help adjust school and society to the needs of the individual child so that he may build up self-respect, self-confidence, and a hopeful orientation to his life. The schools, therefore, must recognize and integrate all these aspects of life moral, ethical, economic, civil social- in which people need to exercise intelligence and understanding.

## **1.2 Statement of the Problem**

The essence of this study is to look into some deviant behaviors of students of age brackets 14 - 17 years in Lugbe, AMAC local Government Area Secondary Schools.

The alarming high rate of juvenile delinquency bedeviled in Nigeria is of paramount concern. Stories of sexual assaults, rioting, drug abuse, murder, armed robbery, cheating (Examination Malpractices) cult, disobedience, non-conforming traits just to mention but a few the vices that involve secondary school students.

These problems are daily occurrence in the national dailies in Nigeria. However the problems that are yet to be resolved are: what are the causes of this juvenile delinquency in Nigeria Secondary School? What is the frequency of occurrence of deviant behaviors among the secondary school Students? What are the possible effects of these deviant behaviors in our educational institutions in the country? Have these deviants' behaviors any effects on the students learning activities?

Our children are our greatest human resources, to the degree that they fail to contribute to the general welfare or even worse that they turn to be wasteful or destructive. They are lost and our human society is paupered, weakened. Therefore, few problems on the global scene cause so much concern and widespread public interest as does the problem of youthful misbehavior and delinquency but about it there still persist many varied conceptions. Juvenile delinquency is a critical challenge which has to be squarely faced and factfully tackled by the society if it is not to pay heavily for youth aberrance. Government, parents, guidance, sponsors, teachers, moralists and well-meaning Nigerians have all picked interest on its adverse effects in our society as these increasing waves of Juvenile delinquency in our country place lives, properties and future of our youth at stake.

### **1.3 Research Questions**

The following Research Questions were used to guide this study:

- i. What are the causes of juvenile delinquency among the students in Lugbe, AMAC Local Government Area?
- ii. What are types of delinquent behaviours exhibited?
- iii. What is the frequency of occurrence of each of the deviant behaviour?
- iv. What effects have delinquency on students learning activities?
- v. Why do secondary school students engage in delinquent acts?

### **1.4 Objectives of the Study**

The objectives of this study are to:

- i. Identify the causes from where juvenile delinquency emanate.

- ii. highlight the types of delinquency that is prevalent in the area.
- iii. identify the strategies employed by the family, school and wider society in minimizing the incidence of the delinquency.
- iv. establish the effects delinquencies have on students' learning.

### **1.5 Significance of the Study**

Secondary School students are faced with many problems in life. These problems affect them psychologically, physiologically and mentally in their day to day lives. These problems could be either academic, vocational and personal-social in nature and also they may affect an individual student or a group of them at the same time; it could affect the society. These delinquencies often hamper the smooth running of the school administration with the result that the tone of the school is affected in some negative ways.

This study will no doubt be of importance to teachers, parents, society and the Government as this will help the teacher to plan a better curriculum for the students. It will help the teacher to adjust his teaching strategies as to meet up with the needs of the students themselves. The research points that if delinquencies of students are properly handled by teachers, counselors, principals and the entire society, it will go a long way to helping the students to forge ahead realistically in their educational endeavours.

Furthermore, it will give the teachers and school principals enough scope to understand their students properly with a view to placing them in tertiary institutions. Students themselves may understand their strengths and weaknesses in their academic pursuits, vocational choices and social adjustments. Parents also will realize their role

expectations in nurturing their youngster for the achievement of academic/educational goal as stated in the national policy on education.

Government will understand their specific role in providing for finance and personnel in the management of education in the country as these youngsters will become future leaders and administrators.

### **1.6 Scope of the Study**

The scope of this study covers the investigation of the cause, frequency and effects of deviant behaviors in secondary school in Lugbe, AMAC local government area of F.C.T. from 2013-2019.

The study is confirmed to this period because despite the presence of professional guidance counselors who had been playing active role in school guidance services, coupled with other measures which had been adopted to control deviant behavior, the problem appears to have been on the increase.

### **1.7 Definition of Operational Terms**

**Adolescent:** Youths ranging in age from 13 to 17.

**Juvenile:** This refers to a person who has attained the age of 14 but is under 18 years. That is a young person who is not yet an adult (Oxford English Dictionary).

**Delinquent:** It is a person who deviates from or violated the stipulated law that guides code of conduct of a particular country or society.

**Juvenile Delinquency:** Any Social deviation by a youth from the societal norms which result in his contact with law enforcement agent. it is an act committed by a young person which violated the stipulated law of the country or society.

**Truancy:** this simply means a practice of staying away from school without permission. It is a crime to Juvenile.

**Students:** This is any person who is studying at a school for the purpose of acquiring knowledge for the betterment of higher future and that of the society.

**Deviant Behaviour:** Is socially defined and varies by time, place and social group. Behavior that is defined as deviant violate strongly held social norm. However, what is seen as a deviant behavior in one society may be regarded as a behavior that is acceptable in another society.

**Delinquency:** Is unwelcomed action, omission or moral behavior of a juvenile which is socially not permitted in any society.

## CHAPTER TWO

### LITERATURE REVIEW

This chapter presents a review of relevant literature, to achieve the objective of the study, the review was done under the following sub-headings: Conceptual Review, Empirical Review and Theoretical Frame work.

#### 2.1 Conceptual Review

##### 2.1.1 Concept of Juvenile Delinquency

“Children need love especially when they do not deserve it” – Harold – S. Bulbert, child psychiatrist. Prescribing different treatment for juvenile offenders is an offshoot of the new penology, which came to be applied with the realization with the courts. Erstwhile system exposed delinquents to contamination due to incarceration with other criminals. The nation’s future citizens deserve compassion and best care. A child is absolutely born innocent but certain social and environmental factors in a negative aspect diverge their minds towards criminal tendencies, whose removal might mold them into a person of stature and excellence. We all know that children are the assets and wealth of any nation. A healthy environment should be provided to all children so that they become civilized citizens who are physically fits, socially active and mentally conscious, equipped with all skills and active participation required by the society. For reducing inequality and ensuring social justice an equal opportunities for development to all children should be given, which consecutively would work as an effective measure to prevent children from becoming delinquent in any society. There is a general attitude towards children to behave obediently, show respect towards other and imbibe behavior having high moral values but due to various circumstances children are being diverted from social and general command.

Recently, juvenile delinquency has become an important aspect of criminology. Juveniles have got serious forms of delinquent behavior which may hamper the stability and social command of our society. The deviant behavior of the juveniles has created social disorder and destruction of moral values which is creating an alarming position in organized society.

The word "Delinquency" has its origin from the Latin word "delinquere" which meaning de that is "away" and Linquere" that is "to leave thus, mean by to leave or to abandon". Initially, the word was having primarily meaning and applied to those parents who have abandoned and neglected their children. Nowadays, it is applicable on all those children who are involved in illegal and harmful activities. Juvenile is considered as a child who has not completed a specific age as mentioned in the law of any country and doesn't bear resemblance as an adult person and who can be made legally answerable for his criminal activities. The Juvenile is a child who has alleged violated certain laws which declares his acts or omission in different as an offence. A juvenile and a minor are used in different perspective in legal terms. The term juvenile is generally used in reference to a young criminal offender.

## **2.2 Empirical Review**

### **2.2.1 Nature and Causes of Juvenile Delinquency**

Delinquency behaviour or Juvenile delinquency is a phenomenon which no doubt has remained a major concern to well-meaning Nigerians. This is sequel to the present upsurge in crime rate in Nigerian society, a situation which has created feelings of insecurity in the country. According to Adeyemi (1990:1) Juvenile crimes might escalate beyond tractable limits. He said, prevailing economic adversity in the nation coupled with gradual breakdown of family life could boost antisocial behaviour, especially among the youth to unexpected proportions. Apart from those apprehended for criminal

acts, the secondary school which is the bedrock of further educational attainment as well as cultivation of leadership qualities wears a complexion of pity rather than admiration.

Mark (1972), believes that “delinquent are made not born”, they learn whatever habit they exhibit from the environment. It then stand to reason that as far as the school is an assembly ground for children from different backgrounds, the menace of delinquency should not be left to thrive in view of the fact that other children may imbibe it. Moreso, any behaviour learnt can be unlearnt if there is a counselor to attend to the individual(s) concerned. This is the philosophy to which this topic hinges. The role of the school like other institutions in treating and preventing Juvenile delinquency will be suggested, this is to say that this research has much implication for both the counselor and the social worker who are the helping professionals in the institutions.

Denga (1981), sees indiscipline as a “plague” in schools that can destroy the very fabric of the school organization if left loose. According to him, this awareness should prompt the school principals to galvanize and consequently protect their schools for the highly inflammable effects of discipline.

Onyehalu (1986) says that in contemporary times, startling manifestations of indiscipline and allied vices by the adult population in Nigeria have been repeatedly observed. It is probably for this reason that Government instituted the “war against indiscipline” campaign in a bid to restore moral rectitude and modest living in the populace.

Denga (1982), holds that most school administrations in Nigeria and elsewhere are searching for stability, for a way out of these crises and means to restore some lasting tranquility on campuses. He says that some of the causes of this violence may be beyond the competence of the school authorities to deal with, but other causes may lie within the capability of the authority to handle.

Previous studies by Denga and Ali (1986) have shown that students violence on campuses have linkages with academic, administrative, psychological, political and personal – social problems which serves as both remote and immediate instigators of campus rampage, while in school, students commit offences which range from minor to major offences. These offences violate school rules and regulations as running away from school, truancy, pilfering, habitual fighting, stealing, lying, smoking, drinking alcohol, drug addition, violent destruction of school property, disobedience to teachers and hetero sexual behaviours.

However, having defined Juvenile delinquency, it is imperative and expedient for a school counselor to find out factors which tend to show some relationship with delinquent behaviours.

**i. Absence of effective family role in the inculcation of discipline in children**

The place of the family in the proper upbringing of children is second to none. The child's primary contact is the family. The child has the initial affection from time to time since he depends entirely from the mother. Proper care and nurture are given to the child immediately he is born. It is also the responsibility of the parents to inculcate the right discipline and conduct. Deroma, Lassiter & Davis (2004) emphasized the importance of encouraging the adolescents in discipline and the value of refraining from emphasizing adverse impact to adolescent. When adolescents are involved in discipline decision making they make better judgment. School should be considered as an important social context along with family, communities or neighbourhood that also affect various processes related to delinquency (Urial & Cukur, 2011). The most widely studied cause of aggression is the condition known as frustration. To frustrate means to prevent from accomplishing a purpose or fulfilling a desire.

Mccandless and Trotter (1977), has said that one of the first and most influential situation in the formulation of aggression is obviously the family. Families most likely to produce aggressive children are those in which there is a good deal of violence (mothers and fathers, sister and brothers often argue and fight).

Amalo and Keith 1991 emphasised that parental divorce has negative effects on the adjustment of children compared to their peers growing up in continuously intact families. Children of divorced families tend to encounter more social, academic and behavioural problems than children from intact homes.

Structurally, a family is deemed either broken or intact, the broken family is not structurally intact for various reasons which includes the death of a parent, divorce, separation, desertion and illegitimacy – a case in which the family was never completed (Coukline, 1996) when the single parent is overburdened by responsibilities and by their own emotional reaction to their situation, they often became irritable, impatient and insensitive to the needs of their children (Nzewunwah, 1995). Life in a single parent family can be stressful for both the child and the parent such families are faced with assumptions of new roles and responsibilities, establishment reorganization of routines and schedules (Agulanna, 1999).

Parental monitoring has a protective effect on many adolescent risk behaviours in both middle class populations and poor urban environments and has been shown both to moderate the effect of peer influence and to persist into late adolescence. Whereas unsupervised time, exposure to sexual possibility situations, out of home care increase sexual behaviour, improved parent-child communication reduces sexual risk behaviours (De Vore and Ginsburg, 2005).

A study by Juang & Sibere Isen (2002) showed that parents who demonstrated more warmth, engaged in more discussion concerning academic and intellectual matters with their adolescent and had higher school aspirations for their adolescents, reported more involvement in their adolescent's schooling. In contrast, adolescents who were characterized by below average ability, parental school involvement and capability beliefs demonstrated the worst school performance.

Deepshika & Bhanot (2011) in their study to assess family environment and its impact on their social emotional adjustment reveal that eight family environment factors, viz. Cohesion, expressiveness conflict, acceptance and caring, independence, active-recreational orientation, organization and control together showed significant role in socio-emotional and educational adjustment of the adolescent girls.

When schools believe that lax parental discipline explains a child's misbehavior, educators are less likely to consider alternative explanations for the misbehavior and the full range of interventions that could be implemented at school (Greene, 2011). Osher, Bear, Sprague & Doyle (2010) stated that the three approaches viz. ecological approaches to classroom management, school wide positive behavioural supports and social and emotional learning improves school discipline practices and student behaviour.

## **ii The Society**

The frequency and level of sophistication of Juvenile delinquency serve as a mirror image of the large society. In other words, it is a reflection of what the society is at the point in time. Any society where immorality is thrown to the winds, corruption is institutionalized, money is moralized and means everything no matter how it is acquired and justice is negotiable depending on one's connections and wealth-thus making nonsense of the rule of law, chieftaincy title is meant for the rich even where he is a

criminal, the younger generation can never behave differently. Rather, they will confuse the situation the more by adding more negative dimension to the existing ones.

Chibogu (1975), noted that delinquent acts among Juveniles are often associated with deprivation of the basic need of life like food, shelter and clothing. He maintained that most Juvenile delinquents in Nigeria who commit the offence of stealing do so because of the utilitarian values of the stolen objects i.e. that stealing among them is purposeful. He says that most of the Juveniles who steal do so because their parents or guardians are very preventive of depriving in situations involving the satisfaction of basic needs, therefore forcing the children to resort to illegitimate means (stealing) of reaching their goals (satisfaction of Hunger).

Cohen (1985) challenged the view of deprivation when he listed the characteristics of the subculture of delinquent gangs: non utilitarianism, maliciousness, negativism, versatility, short run hedonism and emphasis on group autonomy.

The children tell lies because the adults around them starting from their parents and teachers tell lies. These youths seek money by all means, while in school, they steal, deceive, belong to bad groups because adults they know including their parents, brothers, uncles, some public officers do the same thing. They look on their elders as references, group and whatever these elders do, the youngsters aim at improving or specializing on that. By implication we adults are responsible for the delinquencies of the youths. If the society re-thinks and pursues the good moral life, the ethical life and love for fellow men which indeed is the love of God, the goals sets by teachers for the students will be achieved.

Erick Erickson, a reputed developmental psychologist, in his psychological crisis theory of growth and development saw delinquency as an anti-social behaviour as a result of

crises which the child faces in the process of developing his sense of identity and intimacy (in the case of adolescent). The theories that during the critical periods of the adolescent's growth, the way he experiences the crises will largely determine his adult adjustment. If the adult misinterprets the adolescents behaviour that may unwillingly drive the later into delinquency.

A psyche analyst sees a delinquent as "an individual in whom instinctive drives are strong, conscious weak and the ego bent on the immediate pleasure principle without respect to the generally accepted norms of behaviour. This agrees with the ego theory of Freud when he was studying the puzzling problems of personality in relation to self awareness, self control and the pervasiveness of conflict.

### **iii The Peer Group**

The Oxford Advanced Learners Dictionary (2001) defined peer group as a group of people of same age or social status, the peer group is the first social group outside the home in which the child attempts to gain acceptance and recognition. Peer group is an important influence throughout one's life but they are more critical during the developmental years of childhood and adolescence.

Adolescents always emulate their mates in whatever form of behaviour they exhibit, particularly that which interest them thus, since socialization only refer to changes in behaviour, attitudes having their origin in interaction with other persons and those which occur through integration, a child learn more through interaction with peers.

During adolescence the youth emerge from the gang into cliques, crowds and friendship which negatively have more permanent features. The idea of these associations are enormous in the life of the youth. The peer group provides the intellectual, social, moral, vocational, leisure, emotional and philosophical needs of its members.

Adolescents gain experience by co-operatively and intelligently planning their goals, programmes and activities.

According to Denga (1982), student unrest has come to be regarded as a basic academia; or disorderly protest involving disruption, violence and terrorism, many students today seek to participate actively and even aggressively in societal reconstruction and often, violently, in order to try and change the societal norms. They are concerned not only with self, but with others as well.

They learn group roles e.g. good leadership and fellowship, tolerance and sympathy, the other side of the coin is that for an adolescent to maintain his friendship or retain his membership in the cliques etc he had to obey the rules establishing each, the peer reinforces behaviour and compels each member to modify his behaviours on his attempt to be a fitting member.

As a member of a group committing an offence outside his clique or crowd is received back by his ego ideals like the crowd leaders such as member is relieved of the guilt of the offence. The positive feedback from the group will increase the probability of repeating and internalizing such devious means of attaining goals.

#### iv Social and Emotional Disturbance

According to Gluek and Gluek (1950) in Sambo, (2008) many delinquents are emotionally disturbed or have personality disorder which would make life a burden to them and others, even if they did not violate the law. They are however of the view that some delinquents who are emotionally disturbed may be regards more "healthy" than some other emotionally disturbed children.

### 2.2.2 The Types of Juvenile Delinquency that are Prevalent in the Secondary Schools

The types of Juvenile delinquency among the students generally can be identified. According to Olasosun (1984), delinquency such as smoking, drug abuse, fighting, rudeness, stealing, truancy, disobedience to constituted authority, lateness to school, alcoholism, raping, and lying, loitering during classes, exam malpractices, vandalism, untidiness and aggressiveness, social assault are some of the deviant behaviour found among students.

Delinquency exhibits a variety of style of conduct or forms of behaviour. Howard Becker (1966:226-38) has referred to four type of delinquencies:

- a. Individual delinquency
  - b. Group – supported delinquency
  - c. Organized delinquency
  - d. Situational delinquency.
- A. **Individual Delinquency:** This refers to delinquency in which only one individual is involved in committing a delinquent act and its cause is located within the individual delinquent. Most of the explanations of this delinquent behaviour came from psychiatrists. Their argument is that delinquency is caused by psychological family problems stemming primarily from defective/faulty/pathological family interaction patterns.
- B. **Group-Supported Delinquency:** Delinquency are committed in companionship with others and the cause is located not in the personality of the individual or in the delinquent's family but in the culture of the individual's home and neighborhood. The young become delinquent as a result of their association and companionship with others already delinquent.

- C. **Organized Delinquency:** This type refers to delinquencies that are committed by formally organized groups. These delinquencies were analyzed in the United States in the 1950s and the concept of delinquent subculture was developed. This concept refers to the set of values and norms that guide the behaviour of group members encourage the commission of delinquencies, award status on the basis of such acts and specify typical relationships to person who fall outside the groupings governed by group norms.
- D. **Situational Delinquency:** The above mentioned three types of delinquencies have are thing in common. In all of them, delinquency is viewed as having deep roots: in individual delinquency, the roots of delinquency lie primarily within the individual; in group – supported and organized delinquencies, the roots (of Delinquency) lie in the structure of the society with emphasis either on ecological areas where delinquency prevails or on the systematic way in which social structure place same individual in a poor position to compete for success. Situational delinquency provides a different perspective. Here the assumption is that delinquency is not deeply rooted, and motives for delinquency and means for controlling it are often relatively simple.

### **2.2.3 The Effect of Juvenile Delinquency on the Student and the Administrative Role of School**

Studies have found that students who do not perform well academically are more likely to be delinquent. Hawkins and his colleagues (1998) concluded that serious and violent delinquents have more school-related problems (e.g. low grades, truancy, suspension, dropping out) than nonviolent children.

The Cambridge study on Delinquent Development and the Pittsburgh Youth Study have both found that low school achievement predicts adolescent delinquency (Magun and

Loeber, 1996). This, they found that poor school performance was related to the frequency of delinquent offending, the seriousness of offenses, and persistence in delinquency offending. Findings from this study highlight the importance of examining the effect of poor educational performance on delinquency over time, to think of a child's development on a trajectory with multiple transition points (e.g childhood to adolescent) along which key events occur. As a result of the frequent delinquency in the schools, many secondary school graduates have certificates they cannot defend.

Osarenren (1997) opined that as should be expected, truancy and absenteeism in particular affected the academic performance and achievement of students. Since they constantly absent themselves from school, they do not perform well in examinations because they were not in the class when lessons were taught.

Secondly, because of their nature, they do not even collect notes from their classmates. In order to perform well they cheat in examination, often times they repeat classes and still do not perform better instead the problem worsens resulting to dropping out of school thereby constituting another source of social nuisance because the boys may become armed robbers while the girls become prostitutes.

The effect of alcoholism on the individual is that, it reduces individual's capacity for meaningful development O'kwu and Shanya (2004). He behaves differently, forgets his senses of right and wrong and neglects his duties. Any students in this situation definitely cannot think straight.

The role of teachers in establishing good behaviour in school is very important. They can help in averting all possible immoral acts that are exhibited by students in schools. Essen, (1983) in Toluh (2002) said, the teacher remains at all times a worthy moral and intellectual model for the students.

Cole (1962) rates that the teacher should always keep a positive approach to students conduct. He should not condemn him outright but talk to him in order to let him understand his mistake. Cole (1962) advice that teachers should look for situations that well permit him to work with the students. The researcher is of the opinion that teachers' personal relationship with students will enhance the knowledge and treatment of individual students differently.

Stullken (1953), said the school as a part of society and together with all other agencies in society, has the responsibility to help adjust school and society to the needs of the individual child so that he may build up self-respect, self-confidence, and a hopeful orientation to his life, the school holds a central place among all the agencies that affect the ideas and activities of children. Delinquents are or ought to in most cases to be in school and so schools can play a major role in preventing delinquency. They will accomplish this end by better understanding of and provision for the intellectual, education, social and emotional needs of every child enrolled. In many cases schools will need the help of special services provided by other disciplines such as psychology, psychiatry, social work as well as improved educational services.

Stullken (1953) opined that an awareness and an understanding by all school administrators of the nature, extent, and seriousness of the delinquency problem is necessary before schools can help solve it.

### **2.3 Theoretical Framework**

Theories are formulated to explain, predict, and understand Phenomena and in many cases to challenge and extend existing knowledge within the limits of critical bounding assumptions. Juvenile Delinquency is a threat to society and accordingly, the need to develop an understanding of the deviant behaviour is of an utmost importance. there are several theories that explain delinquency. This research will discuss the three common

theories, which are; anomie theory, the subculture theory, and the differential opportunities theory.

### **2.3.1 Anomie Theory**

The Anomie theory was first written in the 1940s by Robert Merton. Merton's theory explains that juvenile delinquency occurs because the juveniles do not have the means to make themselves happy. Their goals are unattainable within legal means so they find unlawful means by which to attain their goals. An example would be a juvenile who has had a goal to get a job and purchase a car. The juvenile is not able to find a job to make money so he either steals a car or he steals money to purchase a car.

Merton emphasized two features of social and cultural structure: culturally defined goals (such as monetary success) and the acceptable means (such as education) to their achievement. Merton argued that in our society success goals are widely shared, while the means of or opportunities for attaining them are not. Merton's theory is used to explain not only why individual adolescents become delinquents but also why some classes are characterized by more delinquency than others.

### **2.3.2 Subculture Theory**

Another theory about juvenile delinquency is the subculture theory in 1955, Albert Cohen developed the subculture theory, which is a culmination of several of his theories. The subculture theory is much like it sounds; juveniles that do not meet the social standards seek validation from subculture. The subculture group is formed of other juveniles who also do not meet the social standard.

These groups then act in manners that are not socially acceptable and rebel against the socially acceptable standard. According to Cohen, juvenile delinquency is a product of society, the juveniles commit crimes, such as stealing, because it is not a social norm and

they do it to fit in with their subculture. Cohen suggests that children of the underclass, and potential members of a delinquent subculture, first experience a failure to achieve when they enter school. When assessed against a "Middle class measuring rod" these children are often found lacking. A result is a growing sense of "status frustration. "Underclass children are simply not prepared by their earliest experience to satisfy middle class expectations.

### 2.3.3 Differential Opportunity Theory

The differential opportunity theory does not fully support Cohen's theory that juvenile become delinquent when they do not meet society's standards. Differential opportunity theory, developed by Richard Cloward and Lloyd Ohlin in 1960, believes that opportunity plays a role in juvenile delinquency. Cloward and Ohlin's theory states that if juveniles have more opportunities to succeed, then they would be less likely to turn to subculture groups for validation. Additionally, the differential opportunity theory believes that there can be other circumstances besides social factors that add to juvenile's delinquency.

Cloward and Ohlin's theory believes that the juvenile may be successful during school but may fail to find gainful employment. The inability to find gainful employment can lead the juvenile to be delinquent and not the social factors. The differential opportunity theory differs from the subculture theory because there are reasons other than social factors that can lead a juvenile to be delinquent. If the juvenile has more opportunities, they will be more willing to succeed than to join a subculture.

In each of the theories that have been considered thus far, values or beliefs play some role in causing delinquency. It is argued that the presence of success goals or values without means to obtain them can produce deviant behaviour as can the absence of the goals or values in the first place. It is on emphasis on these values and the role of the

school and family in transmitting them, that ties the structure – functional theories together.

#### 2.4 Summary

This chapter centered a literature review on the topic of the study. Basic terms are defined operationally; the concept of Juvenile delinquency taking into consideration the definition and meaning of Juvenile delinquency, types of delinquency, nature and causes of delinquency were also discussed.

It is clear that the school system and the family unit are primary agents of socialization for today's children. In these realms children learn the values, attitudes, and processes that will guide their actions from adolescence into adulthood, and throughout the rest of their lives.

Deviant behaviours of these adolescent emanate from the family, school, peer group and at times in the wider society. Chibogu (1975) noted that delinquent acts among Juveniles are often associated with deprivation of the basic needs of life, like food, shelter, clothing and love. He maintained that most Juvenile delinquents in Nigeria who steal do so because their parents or guardians are very preventive or depriving in situations involving the satisfaction of the basic needs.

Udom (1982) confirms that Nigeria school system from the primary to tertiary are in crises situation due to certain reasons which includes: the fact that emoluments due to teachers in most Nigeria states were often delayed or not paid at all. The effectiveness of some teaching methodology in use in schools were in doubt.

Some approach to curb these Juvenile problems was to develop some school programmes as well as adopting early counseling to the students and parents.

The effect of delinquent behaviour an adolescent student was poor school performance, certificates which cannot be defended and eventual dropping out of school thereby causing more nuisances to the society at large.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Research Design

This design is a survey concerned with Juvenile delinquency among students in some selected secondary schools in Lugbe, AMAC, Local Government Area of the FCT.

This survey research was adopted because it makes use of relatively limited data collection from large population. It entails description recording, analysis and interpretation of the data collection from the selected schools in the area.

##### 3.1.1 Study Area

The geographical location of this research work is within Lugbe. Lugbe is one the popular suburban settlements in Abuja. It is in the Abuja Municipal Area Council (AMAC). It is largely residential and densely populated. It is divided into five districts namely Lugbe South, Lugbe North, Lugbe Central Lugbe West and Lugbe East, Lugbe is 17 minutes drive from the Central Business District of Abuja and 13 minutes drive to the Abuja Airport. Though Lugbe is not in the Federal Capital City (FCC), its proximity to the city centre and also to the Abuja Airport has brought it into lime light and attracted significant development to the area. Several learning, social and business activities take place in and around Lugbe. The area is developing very fast and it houses the National space Development and Research Agency, Federal Housing Authority (FHA) Estate and Voice of Nigeria Transmission Station.

#### 3.2 Population, Sample and Sampling Technique

Lugbe, Abuja Municipal Area Council has lots of secondary school but only (5) was selected for the purpose of the research. The population for the study was the students from below eighteen (18) years in the upper classes of (SS1 to SS3) in the selected

schools. The students were used because they form the main target for the problem and can testify to the correct responses.

The total Upper class students for the five (5) schools selected were Six Hundred and Twenty Four (624). Considering the fact that the population for the study is large, it is difficult to study the entire population. Hence obtaining sample from the five (5) selected schools is necessary.

Using the Yamane's Taro (1973) statistical formula a sample size was determined

Table 3.2.1 Below represents the total number of students of each of the selected schools

S/N	SAMPLED SCHOOLS	NUMBER OF STUDENT	TOTAL NUMBER OF UPPER CLASS
1	PREMIERE ACADEMY LUGBE	610	242
2	SPIRITAN INTERNATIONAL GIRLS	176	68
3	OASIS INTERNATIONAL COLLEGE	75	40
4	DESTINY CHRISTAIN ACADEMY	505	192
5	BRITARCH SCHOOLS	251	82
	TOTAL	1,617	624

Source: Field survey, 2019

Details of Yamane's statistics technique in the determination of sample size are given below.

$$n = \frac{N}{1+N(e)^2}$$

Where  
 n= sample size  
 N= Population  
 e= Error Margin (5%)  
 a= Constant.

$$\text{Therefore, } n = \frac{624}{1+624(0.005)^2}$$

$$= \frac{624}{1+624(0.0025)}$$

$$= \frac{624}{1+1.56}$$

$$= \frac{624}{2.56}$$

$$n = 243.75$$

$$n = 244$$

Sample size is therefore = 244

To determine the number of questionnaires to distribute to each school, the proportion of percentage of each school was calculated using simple percentage.

Details of simple percentage technique in determining the numbers of questionnaires to be distributed to each of the selected schools.

$$\text{i.e } \frac{\text{Population size of the upper class}}{\text{Total population}} \times \frac{100}{1} = x$$

Where x is the percentage.

1. Premiere Academy Lugbe

$$x = \frac{242 \times 100}{624 \cdot 1} = 38.7 = 39\%$$
$$X = 39\%$$

The proportion of questionnaires to give Premiere Academy is thus

$$\frac{X}{100} \times n$$

Where X= percentage

n = sample size

$$= \frac{39}{100} \times 244 = 95$$

2. Spritan International Girls Schools

$$X = \frac{68 \times 100}{624 \cdot 1} = 10.8 \approx 11\%$$

$$\frac{11}{100} \times 244 = 26.84 \approx 27$$

3. Oasis International Schools

$$X = \frac{40}{624} \times \frac{100}{1} = 6.4 = 6\%$$

$$\frac{6 \times 244}{100} = 14.64 \approx 15$$

4. Destiny Christian Academy

$$X = 192 \times 100 = 30.7 \approx 31 \%$$

$$\frac{31 \times 244}{100} = 75$$

5. Britarch Schools

$$X = \frac{82}{624} \times 100 = 13.1 \approx 13 \%$$

$$\frac{13}{100} \times 244 = 31.72 \approx 32$$

Table 3.2.2 Thus, below represents the number of questionnaires distributed to each school.

S/N	Sampled Schools	Percentage (%)	Number of Questionnaires Distributed to each schools
1	PREMIERE ACADEMY LUGBE	38.7	95
2	SPIRITAN INTERNATIONAL GIRLS	10.8	27
3	OASIS INTERNATIONAL COLLEGE	66.4	15
4	DESTINY CHRISTAIN ACADEMY	30.7	75
5	BRITARCH SCHOOLS	13.1	32
	TOTAL	100	244

Source: field survey, 2019

### 3.3 Methods for Data Collection

Questionnaires were used as data for this research. These were administered to students personally by the researcher with the help of the teachers to find out the cause from where delinquency emanates, types and effect and the contributory factors to the delinquency in these Schools.

The Juvenile delinquency questionnaire was developed by the researcher. The questionnaires contain a total of items. It was divided into two (2) sectors. They are section A and section B.

#### **3.4 Technique for Data Analysis**

The five research questions were tested with simple percentage test statistical analysis. This statistics was chosen because the data collected through the questionnaires were in nominal scale.

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

The chapter is concerned with presentation, interpretation and analysis of data collected by researcher from the field. The study administered 244 questionnaires, out of which 241 were duly completed and returned, and these sum the bases of data presentation and analysis of the questionnaires returned by the respondents.

#### 4.1 Presentation of Personal Data of Respondents

This section highlights the data of the respondents as they relate to the subject of the study. The study analyzed the distribution of the respondents on the basis of their school, class, age and gender.

Table 4.1.1 Schools of the respondents.

SCHOOLS	FREQUENCY	PERCENTAGE (%)
Premiere Academy Lugbe	93	38.7
Spiritan International Girls School	27	10.8
Oasis International School	15	6.4
Destiny Christian Academy	74	30.7
Britarch Schools	32	13.1
<b>TOTAL</b>	<b>241</b>	<b>100</b>

Source: Field Survey, 2019.

From table 4.1.1 is the school distribution of the respondents with it, can be deduced that most of the respondent (Students) were from premiere Academy Lugbe, ie (93) 38-7%, Spiritan International (27) 10.8%, Oasis International Schools (15) 6.4%, Destiny (74) 30-7% and Britarch Schools 932) 13.1%.

Table 4.1.2 Class Distribution of the Respondents

Class	FREQUENCY	PERCENTAGE (%)
Senior Secondary School 1	44	18.2
Senior Secondary School 2	72	29.8
Senior Secondary School 3	125	6.4
<b>TOTAL</b>	<b>241</b>	<b>100</b>

Source: Field Survey, 2019.

From Table 4.1.2 is the presentation of the class of the respondent (students). The upper class of the school which consists of ss1, 2 and 3 were the target. the table shows 51.8 percent of the SSS 3 as the highest proportion of respondent, followed by SS 2 29.8% and least was SS1 18.2%

Table 4.1.3 Gender Distribution of the respondents

Gender	FREQUENCY	PERCENTAGE (%)
Male	97	40.2
Female	144	59.7
<b>TOTAL</b>	<b>241</b>	<b>100</b>

Source: Field Survey, 2019.

The gender distribution of the respondents in table 4.1.3 shows that 40.2 percent were male while 59.7 percent female this shows high proportions of the respondents were females.

Table 4.1.4 Age Distribution of the Respondents

Age	FREQUENCY	PERCENTAGE (%)
14-15	131	54.3
16-17	110	45.6
<b>TOTAL</b>	<b>241</b>	<b>100</b>

Source: Field Survey, 2019.

Information in Table 4.1.4 shows that 54.3 percent of 14-15 years and 45.6 percent between 16 – 17years. It is clear that the high proportion of respondent were between the ages of 14-15years.

## 4.2. Data Analysis and Result

Table 4.2.1 respondents view on the major reasons that makes young people (students) indulges in Juvenile Delinquency.

Age	FREQUENCY	PERCENTAGE (%)
Parental neglect	78	32.3
Poverty	15	6.2
Peer pressure	107	44.3
Others (personalinterest negative social situation)	41	17.0
<b>TOTAL</b>	<b>241</b>	<b>100</b>

Source: Field Survey, 2019.

Table 4.2.1 is a presentation of the total distribution of students view on the major reasons that makes young people (Students) indulge in Juvenile Delinquency. 32.3 percent of the respondents accepting parental neglect, 6.2 percent of the respondents agreeing to poverty, 44.3 percent of the respondent established the reason as peer pressure, while 17.0 percent of the respondent to others such as personal interest, negative social situation etc. the study indicates that majority of the respondents accepted peer pressure as the major reason for Juvenile Delinquency among secondary students in Lugbe Area.

Table 4.2.2 Do You Have a Functional Guidance and Counseling unit in your school?

RESPONSE	FREQUENCY	PERCENTAGE (%)
Yes	139	57.6
No	102	42.3
<b>TOTAL</b>	<b>241</b>	<b>100</b>

Source: Field Survey, 2019.

Table 4.2.2 indicates that 57.6 percent of respondent attested to having a functional guidance/counseling unit in their school, while 42.3 percent disaffirm it. This shows that

despite having functional guidance/counseling unit in schools, the problem of Juvenile Delinquency among the student in the area still exist.

Table 4.2.3: How Often do you come late for class/lesson?

RESPONSE	FREQUENCY	PERCENTAGE (%)
Often	8	3.3
Sometimes	125	51.8
Never	108	44.8
<b>TOTAL</b>	<b>241</b>	<b>100</b>

Source: Field Survey, 2019.

Table 4.2.3 is a presentation of how often respondents (Students) come late for classes. 3.3 percent respondent often, 51.8 percent sometimes, and 44.8 percent said never. The study shows that, lateness to classes/lessons being one act of the many delinquent behavior is very much prevalent among the students which can bring a drop to their school performance.

Table 4.2.4 Does your teacher/counseling guide/encourage you in setting personal targets and developing strategies in achieving the targets?

RESPONSE	FREQUENCY	PERCENTAGE (%)
Yes, always	166	68.8
Rarely	61	25.3
No, never	14	5.8
<b>TOTAL</b>	<b>241</b>	<b>100</b>

Source: Field Survey, 2019.

Table 4.2.4 is a presentation where the teacher/counselor help the respondents to guide/encourage and setting up personal targets and developing strategies in achieving them. 68.8 percent agreed to this, 25.3 percent agreed to rarely while 5.8 percent disagree to teacher/counselor ever helping out. Frequent guide and counseling can be a way to curb Juvenile Delinquency among students in Secondary School.

Table 4.2.5 is being deliberately absent from class/lesson a punishable offense in your school?

RESPONSE	FREQUENCY	PERCENTAGE (%)
Yes	231	95.8
No	10	4.1
<b>TOTAL</b>	<b>241</b>	<b>100</b>

Source: Field Survey, 2019.

Table 4.2.5 indicates whether being deliberately absent from class/lesson is a punishable offense in the school. 98.8 percent affirms it to being a punishable offense while 4.1 percent disaffirms it. This study shows that, delinquency acts attracts punishment which is a way to curb delinquent behaviours in schools.

Table 4.2.6 During holidays, how much time do you spend every day with your parents.

RESPONSE	FREQUENCY	PERCENTAGE (%)
Less than 1 hour	40	16.5
2-3 hours	77	31.9
4 hours above	124	51.4
<b>TOTAL</b>	<b>241</b>	<b>100</b>

Source: Field Survey, 2019.

Table 4.2.6 indicates the amount of hours respondents spend every day with their parents during the holidays. 16.5 percent of the respondent attested to less than an hour, while 31.9 percent said 2-3 hours and 51.4 percent affirmed to 4 hours and above. study data shows that majority of the respondents (students) spend more hours with their parents and in doing so, it helps to reduce delinquent behavior in the juvenile as more guidance, advice and a sense of belonging (confidence) is gotten from the parents.

Table 4.2.7 How often do you go out with friends without the notice of your parents?

RESPONSE	FREQUENCY	PERCENTAGE (%)
Often	13	5.3
Sometimes	55	22.8
Never	173	71.7
<b>TOTAL</b>	<b>241</b>	<b>100</b>

Source: Field Survey, 2019.

Table 4.2.7 indicates the rate at which the respondents (students) go out with friends without the notice of their parents. Data from the study shows 5.3 percent of the respondent as agreeing to often 22.8 percent as sometimes, while 71.7 percent disagreeing of ever committing the act.

Table 4.2.8 Do you participate in school media chatting?

RESPONSE	FREQUENCY	PERCENTAGE (%)
Yes	211	87.5
No	30	12.4
<b>TOTAL</b>	<b>241</b>	<b>100</b>

Source: Field Survey, 2019.

Table 4.2.8 shows that 87.3 percent of the respondent affirms participation in social media chatting and 12.4 percent denied participation in it. This study shows that the participation rate if social media chatting is high and when not controlled or supervised can lead to delinquent behaviours as so many vices are involved with the use of the social media.

Table 4.2.9 is your school fees always paid in time?

RESPONSE	FREQUENCY	PERCENTAGE (%)
Yes	227	94.1
No	14	5.8
<b>TOTAL</b>	<b>241</b>	<b>100</b>

Source: Field Survey, 2019.

Table of 4.2.9 indicates whether school fees of the respondents (students) are always paid on time with 94.1 percent of the respondent on time, 5.8 percent disagree. The study shows early payment of students school fees give them self-confidante and shields them from embarrassment which could lead to delinquency behaviours.

Table 4.2.10 what do you think is the worst problems in high schools today?

RESPONSE	FREQUENCY	PERCENTAGE (%)
Absenteeism	20	8.2
Exam mal-practice	102	42.3
Stealing/lying	57	23.6
Others (Drug abuse, rioting etc.)	62	25.7
<b>TOTAL</b>	<b>241</b>	<b>100</b>

Source: Field Survey, 2019.

Table 4.2.10 is a presentation of the total distribution of respondents view on what the worst problems in high schools today is. Data from the study revealed examination malpractice being the worst problem in high schools with 42.3 percent of the respondent attesting to this.

Table 4.2.11 how often do you understand when your teacher teaches?

RESPONSE	FREQUENCY	PERCENTAGE (%)
Often	175	72.6
Rarely	50	20.7
Never	16	6.6
<b>TOTAL</b>	<b>241</b>	<b>100</b>

Source: Field Survey, 2019.

Table 4.2.11 Indicates how often respondents (students) understand when the teacher teaches. From the data above 72.6 percent respondent said often, 20.7 percent rarely and 6.6 percent never understands.

Table 4.2.12 What would best “fix” the above stated problems (Juvenile Delinquency)?

RESPONSE	FREQUENCY	PERCENTAGE (%)
Better trained/Educated teachers	31	12.8
More schools programs/counseling	72	29.8
More parental involvement	87	36.0
Other (Religion, Government intervention	51	21.1
<b>TOTAL</b>	<b>241</b>	<b>100</b>

Source: Field Survey, 2019.

Table 4.2.12 Is a presentation of the respondents view on what best would “fix” the stated problem (Juvenile Delinquency) among students in high schools. This study show 12.8 percent of the respondent suggestion, better trained/educated teachers in the schools, 29-8 percent of the respondent went further to say more school programmes/counseling will help, while 36.0 percent suggested more parental involvement and 21.1 percent believes others such as religion inculcation and government intervention could solve the problems.

#### 4.3 Discussion of Findings

The study findings on juvenile Delinquency among secondary school students in lugbe. AMAC revealed that delinquent behaviours in the schools in the area is still much prevalent, examination malpractice being the highest form of delinquency engaged in schools in the area. Examination malpractice is any type of cheating during the examination process. Examination malpractice gives rise to other delinquent behaviours, such as lying, bribery, sabotage and fabrication (falsification of data) etc. Behavior from a group that you interact with socially or professionally, this could be positive or negative but the negative aspect is on the high rise especially among Juveniles. One out of many of the cause of the delinquent behavior in students is peer pressure. Peer pressure can lead to a high likelihood of academic dishonesty.

Psychologists believe that friends and peers highly affect young people's decisions. Bad company can cause more harm to the teenager. Some peer consciously pressure the child to indulge in criminal activities. It is evident from past research that delinquent youth affect non delinquent youth to join in their delinquent activities. This gives a kind of satisfaction and strength to delinquent youth, some studies suggest that a child can be influence from a deviant group but family plays an important role. Children belonging from good social families and spend much time together with their parents will less likely adopt deviation.

The effects of examination malpractice on student, teachers and education cannot be over emphasis. Example, students who engage in examination mal-practice are more likely to be dishonest in (educational institutions) other aspect of their life. Majority of them end up stealing or even cheating at work.

Guidance and counseling is an important educational tool in shaping the orientation in a child from negative ideas that is planted in the child by his/her peers. Hence the need for the counseling to assist the child in moulding their future through counseling therapy. Egbo (2013) stated "the total development of a child can only take place in an environment conducive for teaching and learning". It is in realization of the above that all educational services which can promote teaching and learning in schools are given prominent attention by educational planners. Counseling services are among the school educational services. It is believed that guidance and counseling services in schools shall develop, assess and improve educational programmes, enhance teaching and improve the competence of teacher and reduce deviant behaviours in students.

Based on the participation of the social media for chatting, social media has become ubiquitous and almost inescapable, revolutionizing the way students communicate, interact and socialize and has become an integral part of their social and cultural fabric.

Consequently students are spending a substantial part of their time on social media. The negative impact of social media on secondary student is found to be low academic performance, exposure to false and or unregulated information or media content which can lead them into delinquent behaviours.

A number of studies have found that noninvolvement or poor parental management and disciplinary practices are associated with the development of delinquent behaviours. Failure to set clear expectations for our children's behavior, inconsistent discipline, excessively severe or aggressive discipline and poor monitoring and supervision of children predict later delinquency (Hawkins et al;., 1995b; McCord 1979). Consistent discipline, supervision and affection help to create well socialized adolescents. Furthermore, reductions in delinquency between the ages of 15 and 17 years appear to be related to friendly interaction between teenagers and their parents, a situation that seems to promote school attachment and stronger family ties.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Summary

Juvenile delinquency is age – long problem in Nigeria. A close observation of what is happening in our institutions of learning today will definitely show that delinquency, especially juvenile is a very serious obstacle to the academic progress. It has been shown that juvenile delinquency is caused by various factors ranging from the home to societal and school factors.

Thus, this study examined juvenile delinquency among students in secondary school in Lugbe, AMAC Area and this research answered research questions and objectives which ere advanced in the introductory chapter one.

In chapter two, the literature review was done in three main sections, the conceptual review, the empirical review and theoretical review. In the conceptual review, the study addressed the concept of juvenile delinquency. for the empirical review, studies by various authors on juvenile delinquency were reviewed. Finally, theories such as the anomic theory, the subculture and differential opportunity theory explained the phenomena of delinquency.

In chapter three, the methodology adopted for the study was discussed, the research design adopted was the survey research design. Respondents (Students) were selected from five (5) secondary schools (4 co-educational and 1 all-female) in Lugbe AMAC Local Government Area. Analyses were done using both the descriptive statistics. The descriptive tools used were tables and percentages.

## 5.2 Conclusion

The objectives of this study is to identify the causes from where juvenile delinquency emanate, to find out the type of delinquency that is prevalent in the area, to identify the strategies employed by the family, school and wider society and to establish the effects delinquencies have on students learning.

Juvenile delinquency is a phenomenon which no doubt has remained a major concern to well-meaning Nigerians. Some of the causes of these delinquencies can be linked to association with the negative peers (peer pressure) absence of effective family role in the inculcation of discipline children, the society, in other words, it is the reflection of what the society is at that point in time as well as social and emotional disturbance of the individual juvenile. The types of juvenile delinquency among the students generally can be identified as exam malpractice, absenteeism, stealing, poverty, lying and lateness to class, having exam malpractice as the highest form of deviant behavior prevalent in the schools in the area. Studies have shown that poor academic performance is one of the effect of delinquency on the students. The school as an administration has a role of responsibility to help adjust school and society to the needs individual child so that he may build up self-respect, confidence and a hopeful orientation to his life. Parental involvement is perceived from this study to be the highest form of solving juvenile delinquency problem among the school students, involvement such as communication, guidance and affection from the parent makes a child more secure and confident.

## 5.3 Recommendations

The following recommendations were made based on the information gathered in the course of this study. It is therefore hoped that the recommendations will provide assistance to teachers, school authorities and future researchers.

- ii. School programmes, functional guidance/counseling unit should be established in all schools where students can go to and present their problems for appropriate guidance.
- iii. Teachers should not neglect delinquent students, in the course of teaching but rather try to understand each student as an individual and treat him as such
- iv. Teacher training progress should be strengthened so that teachers are better equipped to understand the motivations of student behavior and thus be more able to recognize and work with individual differences in students.
- v. Parents and guardians should not neglect their responsibility to provide, relate effectively and be involved with their children activities. This will help reduce the incidence of deviant behaviors in the society.
- vi. Parents should be given proper workshops/ seminars on how to
- vii. handle their wards at home. This will help reduce incidence of deviant behaviors in the society.

#### **5.4 Limitation of the Study**

This study was conducted in five (5) secondary Schools in Lugbe AMAC local Government Area and therefore cannot be generalize to all the secondary schools in the state (FCT).

## REFERENCES

- Adeshina S. (1975) Some aspects of school management. Ibadan. Education Industries Nig. Ltd.
- Akinboye (1987) Guidance and Counseling for handling adolescent and youth problems. Ibadan University Press Ltd.
- Agulanna G.G. (1999) Family Structure and Prevalence of behavioral problems among Nigerian adolescents. *The Counselor*, 17(1): 154
- Ali, A. (1986) School Cheating Behavior in Nigeria Primary, Secondary and Tertiary School Systems and the need for Counseling examination candidates. *The Counselor* (6)2: 9 – 22
- Amato, PR & Keith B (1991) Parental Divorce and the wellbeing of children: A meta-analysis *psychological Bulletin* 110 :20 – 43
- Cohen, Albert (1955) *Delinquent Boys*. New york: free press
- Coukline, J. (1996). *Introduction to Criminology* New York: Macmillan
- Cloward, Richard, and Lloyd Ohlin (1960). *Delinquency and opportunity: A theory of Delinquent Gangs*. New york: free press.
- Deepshika, & Bhanot S. (2011). Role of family environment on socio-emotional adjustment of adolescent girls in rural areas of eastern Uttar Pradesh. *Journal of psychology*, 2(1), 53 – 56.
- Deroma, V.M. Lassiter K. S., & Davis, V.A. (2004) Adolescent involvement in discipline decision making behavioral modification, 28 (3), 420 – 437
- Devore, G. R, & Ginsburg, K. R. (2005). The protective effects of good parenting on adolescents. *Current opinion in pediatrics* 17(1), 460 – 465

Glueck, Sheldon (1967) *Family Environment and Delinquency*

Juang L. P. & Silbereisen R. K. (2002). The relationship between adolescent academic capability beliefs, parenting and school grades. *Journal of Adolescence*, 25(1), 3 – 18.

Magun, E. Loeber, R. (1996) *Academic Performance and Delinquency*

Makinnon, C. A. (1979) Sex Harassment of Women Workers. New Haven: Yale University Press.

McCandless, B.R. & Totter, S. (1977) Teachers' Marks achievement test scores and aptitude relations with respect to social class race and sex. Journal of Education psychology 63: 153 – 159.

Merton, Robert (1938) "Social Structure and Anomie". *American sociological Review* 3:672- 682.

Nzewunwah, P. N. (1995) the effects of single parenthood on the Academic performance of students unpublished M.Ed Project, University of Lagos, Lagos.

Nwachukwu, T. A. (1993) Understanding child development. Onitsha Chulbson International Press.

Onyehalu (1986) *Piaget's Cognitive Theory and Child Rearing Practices in Africa*.

Osher, George G. Bear, Jeffrey R. Sprague, Walter – Doyle (2010) How can we improve school discipline? University of Arizona. Educational Research.

Oyebode, M. O. (1993). The Problem of drug abuse and trafficking among Nigerian Youths. The Counselor 12 (2) 1 – 7.

Stullken, E. H. (1953) *The Schools and the delinquency Problem*

Udom, P. (1982) Cirses in Nigerian Schools Ibadan: Adetakun Press.

## APPENDICES

Faculty of Sociology,  
Nasarawa State University, Keffi.  
November, 2019.

Dear Sir/Ma,

### APPLICATION TO CARRY OUT A RESEARCH IN YOUR SCHOOL

I hereby apply to distribute some questionnaires to the students in your school for the purpose of the research work I am currently carrying out.

The research topic is Juvenile Delinquency in Secondary Schools in Lugbe, AMAC, Abuja.

All information disclosed will be used solely for research purposes and will be treated confidentially

I am a PGD Student in the Department of Sociology, Faculty of Social Sciences in the above named university.

Thank you for your cooperation

Yours faithfully

Oloyede. N Mary

# QUESTIONNAIRES ON JUVENILE DELINQUENCY AMONG SECONDARY SCHOOL STUDENTS IN LUGBE, AMAC, ABUJA

## INSTRUCTION:

Kindly fill in the spaces in section "A" and indicate your options in section "B" by putting a tick (✓) in the appropriate columns.

### Section A: Personal Data

1. Name of School  
.....
2. Class  
.....
3. Gender : Male ( ) Female ( )
4. Age : 14- 15years, ( ) 16-17years ( )

### Section B:

1. What do you think are the major reasons that make young people (students) indulge in juvenile delinquency?

Parental neglect

Poverty

Peer group influence

Others (personal interest, negative social situations etc.)

2. Do you have a functional guidance and counseling unit in your school?

Yes

No

3. How often do you come late for your class lessons?

Often

Sometimes

Never late

4. Does your teacher/counselor guide/encourage you in setting personal targets and developing strategies in achieving the target?

Yes, always

Rarely

No, never

5. Being deliberately absent from class/lesson, is it a punishable offence in your school?

Yes

No

6. During holidays, how much time do you spend every day with your parents?

Less than an hour

2 – 3 hours

4 hours above

7. How often do you go out with friends without the notice of your parents?

Often

Sometimes

Never

8. Do you participate in social media chatting?

Yes      No     

9. Is your school fees always paid on time?

Yes      No     

10. What do you think is the worst problem in high schools today?

Absenteeism

Exam malpractice

Stealing/lying

Others (Drug abuse, rioting etc.)

11. How often do you understand when your teacher teaches?

Often

Rarely

Never

12. What would best 'fix' the above stated problems (Juvenile delinquency)?

Better trained/educated Teachers

More school programmes/counseling

More parental involvement.

Others (Religion, government intervention etc.)