

**SOCIO-CULTURAL FACTORS THAT INFLUENCE JUVENILE DELINQUENCY AMONG
SECONDARY SCHOOL STUDENTS IN ABUJA, NIGERIA: IMPLICATION FOR SOCIAL
WORK INTERVENTION**

CHRISTIAN C. IYIANI¹; OKAH PAULINUS¹; HENRY T. AJIBO¹ & IKPE IBENEKWU²

Department of Social Work¹

University of Nigeria, Nsukka

Email: Christian.iyani@unn.edu.ng

Institute of African Studies, University of Nigeria, Nsukka²

Abstract

This study examined the socio-cultural factors that influence juvenile delinquency among secondary school students in Abuja. Juvenile delinquency refers to a large variety of disapproved behaviour of children and adolescents, which society frowns at and for what some admonishment, punishment or coercive measures are justified in the public interest. Delinquent behaviour is a major problem among secondary school students which gives rise to truancy, fighting, substance abuse, crime, etc. The study adopted a cross-sectional survey design. Questionnaire and In-depth Interview Guide were the instruments for data collection. The sample size for the study comprises 210 respondents. The findings of the study revealed that a significant number of the respondents were aware of delinquent behaviour. Furthermore, the respondents indicated that place of residence (82.8%), poverty, peer pressure (73.0%), parenting style (64.7%) and family size (64.7%) influence delinquent behaviour. The study also shows that most of the students have engaged in the delinquent act. The study recommends that there is a need for secondary schools in Nigeria to adopt zero tolerance for delinquent behaviour. Social workers should engage in community education and sensitization on juvenile delinquency in families, religious places, communities, schools, and strategic measure to abate and eradicate the menace.

Keywords: Socio-cultural factors, juvenile delinquency, secondary school students, social work intervention, Abuja.

Introduction

In any human society where accepted modes of conduct are laid, deviance is inevitable (Abotchie, 2008). Beside the gradual moral degeneration which can befall perpetrators when they are embittered with deviance and crime, there arise huge custody, health and economic cost to be borne by a nation fought with the issue of crime (Simões, Matos & Batista-Foguet, 2008). Delinquency from a legal perspective refers to any behaviour that violates the criminal law and that is committed by a young person below the age of eighteen. Delinquent behaviour is one of the most distressful problems during the period when people are considered adolescents that is between the ages of 11 to 17. For this reason, juvenile delinquency has now become one of the important social issues which every nation tries to bring under control amidst the glaring evidence that, if the right nurturance is not given to the young offenders, they may graduate to become criminals (Hess & Drowns, 2010).

Adolescence is a period of transition that occurs between puberty to adulthood and is usually associated with chaotic experiences because the development is that of physical and psychological, basically, students in secondary schools are in their adolescent stage in life. In addition, the complexities of contemporaries' life have made adolescence a major developmental period compared to the ritualized transition; it has been in traditional culture and past generations. According to Elliot, Huizinga and Menard (2012) the list of delinquent activities carried out by adolescents include, refusal to adhere to parental demands, alcohol use and drug addiction, stealing, property destruction, theft and rape. Adolescent delinquency can cause secondary school students' failure at examination, expulsion from school, disabilities

in language and speech emotional disturbances, low self-esteem which will in turn make them to lose focus on what they aspire to do in future.

According to Schmallegger and Bartollas (2008: 26), a report in the “Japanese Times” (2006), states that the Japanese public reportedly supports capital punishment for the growing number of juvenile criminals there. In the United Kingdom, the “knife carrying culture” of adolescent delinquents has caused more injuries and deaths than gunshot incidents (2008). In South Korea, cigarette smoking, alcohol abuse, bullying and mostly cyber-crime are reportedly increasing among adolescents, and thus pose a serious challenge to the deeply conservative nation (Kim & Kim, 2008). America, which is one of the most industrialised countries in the world, is “alarmed and baffled” by the ferociousness with which juvenile delinquents carry out antisocial acts. Lastly, In Ghana, Bosiakoh and Andoh (2010) have emphasized an upward surge of juvenile delinquency which many well-meaning Ghanaians admit is alarming. Students’ misconduct in the classroom interferes with teaching and learning and is thought to be a precursor to later school dropout and similar negative social outcomes. Students’ behavioural problems are also thought to be a leading contributor to teachers’ stress and attrition.

Students’ misbehaviour is a prevailing problem affecting schools in Nigeria. The frequency of delinquent behaviours among students of secondary schools in both private and government schools in Nigeria is alarming and point to nothing but doom to the future of the country. Studies on delinquent behaviours have mostly centred on the use of dirty language, truancy, smoking and substance abuse (Clinard & Meier, 2008). Instances of students using filthy languages, stealing, pilfering, bullying fellow students and threatening teachers in public schools have become rampant.

It seems that schools are helpless with regards to students’ delinquent behaviours; and the educational authority does not have effective measures in place in dealing with these problems. Some teachers attribute the cause of students’ delinquent behaviours to teachers lacking the right to use physical punishment, as it is forbidden in the current educational regulations. In addition, physical punishment violates students’ human rights and only temporarily curbs students’ delinquent behaviours. Children who display aggressive behaviour usually exhibit deviant behaviour, such as sexual harassment, date violence which is the physical, sexual, psychological or emotional abuse within a dating relationship among adolescents, gang attacks, child abuse etc. Delinquent behaviour can also lead to injury, destruction of school property rape and loss of lives (Akume, 2015).

Manifestations of delinquency among secondary school adolescents in Nigeria include: cruelty, bullying, fighting, vandalism, stealing, lying, sexual immorality, mob action, carrying of weapons etc. It is important to note that there are two main categories of delinquent behaviours which Nigerian adolescents engage in; these are: criminal and status offences. The criminal offences are violations which apply to adults and they include: stealing, arson, rape, drug offences, murder, burglary, pickpocket, and armed robbery. The other type is the status offence which does not apply to adults and they are: truancy, not adhering to parent’s demands etc. (Animasahun & Aremu, 2015).

Agbakwuru (2012) opined that in a social setting, the values structure and dynamics of the family significantly affect its members’ behaviours, attitudes, interests and general well-being. Family and school are two extremely important institutions in the life of a child, especially an adolescent who is neither an adult nor a child. The impact the family has on the child goes a long way in determining what the child would be as an adult or even the kind of parent he/she would be in future, while the school is equally an important environment which impacts greatly on the adolescent. The family is seen as the primary institution that socializes the young and provides surveillance over their behaviour (Agulanna in Okorodudu, 2010). The school is where knowledge and skills needed for future sustenance are acquired. Not only that, some societal values too are impressed on the adolescents at this stage.

Another important institution of the child is the peer group. As youngsters between the ages of 11 to 17 begin to confide less in parents and more in peers and can be more influenced by those peers as they seek for assistance in making decisions about what behaviour to adopt. In other cases, peer pressure causes the child to adopt a behaviour that the society frowns at because they do not want to be the odd one out of their peers. Delinquency can cause the adolescent if it arises to adulthood to develop low educational achievement, declining occupational status and unstable employment record. Cauffman et al. (2011)

discovered that more than 80 percent of juveniles appearing before the court had peer accomplices, researchers have noted the strong tendency for offenders to commit delinquent acts in the company of others (Kolko & Pardini 2010; Viljoen et al.2012).

Juvenile delinquents are treated in a centre mostly rehabilitation centers. In an effort to address issues relating to their behaviour social workers offer counselling services and family therapeutic services. The juvenile may be acting out due to negative pressures at home such as domestic violence, drug abuse by guardians; the social worker can work with the family to get them help with these issues so that the adolescent can receive adequate discipline at home. According to Fisch (2017), the important role of the social worker is to interview any involved service provider of the juvenile such as the teachers, family members etc, this will enable the social worker to identify the mitigating factors for the juvenile's defenders defense strategy to minimize the outcome of the punishment and gain the court's empathy

Delinquent behaviour among students accounts for a series of problems that affects the family and the society with which the deviant child is identified with. As can be seen from various studies done in different locations that the risk factors of delinquency are socio-culturally inclined that is the family, environment, and peer pressure are all vital to the growth and development of the child. In all the studies carried out by various researchers, there has not been a study done to investigate the factors that contribute to juvenile delinquency in Abuja, hence, this study seeks to examine more closely the influence of the socio-cultural factors such as family, peer pressure, environment, etc on delinquent behaviours among secondary school students in Junior Secondary School, Jikwoyi Abuja.

Manifestation of delinquent behaviours is one of the major problems associated with adolescents in secondary schools today, unless something is done to roll back the wave of juvenile delinquency, the prospect of a better, safer and more prosperous and crime free society emerging in Nigeria will remain elusive. The pervading incidence of delinquency among adolescent is alarming and calls for serious consideration, in lieu to the above this study seeks to examine the socio-cultural factors influencing delinquency among secondary school students.

Theoretical orientation

For the purpose of this study, the Ecological systems theory was adopted as the theoretical framework. The theory was propounded by Urie Bronfenbrenner in 1979. This theory provided an adequate explanation for juvenile delinquency. Ecological systems theory posits that there is a causal and effect relationship between the five sub-environmental systems of the juvenile which are the micro system, the meso system, the macro system, the exosystem and the chrono system. According to Urie Bronfenbrenner, a child may eventually develop deviant behaviour if any or all the sub-systems become dysfunctional. Sampson and Lauritsen (1994) identified multiple levels of analysis in the ecological theory of criminology using individual, situational and community terms. Individual-level risk factors refer to age, sex, race/ethnicity, marital status, lifestyle and social-economic status. Situational-level risk factor refers to type of weapon, use of alcohol, drugs, and victim-offender relationship. The macro or community level risk factors refer to community structures and cultures such as residential mobility, heterogeneity, income inequality, population density and so on.

This theory focuses on the organization of neighbourhoods, interaction among residents and their relation to delinquency. When the family which is the first and direct social contact of the child becomes dysfunctional; the child will undoubtedly run into the hands of peers to seek approval for basic things he/she requires. Such juveniles might even get entangled with the negative affairs of the neighbourhood in which they find themselves and they would be no parent to monitor and modify their behaviour. If there is a significant rift in the relationship between both parents of the child, the parental supervision will be low. Studies have shown a strong correlation between a lack of supervision and offending, and it appears to be the most important family influence on offending. Moreover, Bronfenbrenner emphasized the chrono system which is mostly focused on life transitions. People's development is influenced overtime in the environments in which the person lives.

Bronfenbrenner's ecological theory is a contextualized theory of human development. It posits that individual behaviour does not occur in isolation but within multiple embedded ecological systems. This

implies that the system impacts the juvenile and in turn, the juvenile impacts the system. Therefore, in order to understand behaviour, it is important to know personal and environmental factors which may contribute to the behaviour.

Method

Study design

The study design adopted was a cross-sectional survey design which involves collecting data at a given point in time (Kesmodel, 2018). A cross-sectional survey is an observational study, often described as a snapshot of a population in a certain point in time because exposure and outcome are determined simultaneously for each subject (Hemed, 2015).

Study area

The study area of this research is the Federal Capital Territory, Abuja. Abuja city is run by the Abuja Municipal Area Council. The city is the location for the federal government of Nigeria; it covers a total land mass of about 8,000 square kilometres, it is bounded by Nassarawa state to the east, Kaduna state to the north, Niger state to the west and Kogi state to the south (Usman, 2015).

Scope of the study

This study was limited to one of the secondary schools (Junior Secondary School, Jikwoyi Abuja.) in one of the five suburban districts, due to time and financial constraints. It is believed that junior secondary school students are in their adolescent stage in life and are aware of juvenile delinquency, its causes and consequences. Also, because this school is a public school so students who attend this school come from both the rural area (ghetto area) and urban area.

Study population

The study population consisted of all Juveniles in Junior Secondary School, Jikwoyi Abuja. The school consists of three educational classes. The population of students as of the 2018/2019 academic session is 2730. For the purpose of this study, students from JSS 1 to JSS 3 of the total school population were used.

Sample size

A sample size of 204 for this study was statistically determined using Taro Yamane's formula for determining sample size. This sample was drawn from students of the three educational levels in Junior Secondary School Jikwoyi Abuja. In order to share this figure among the three (3) levels, a total of 68 questionnaires were assigned to JSS 1, JSS 2 and JSS 3 respectively. Also, 6 In-depth Interview (IDI) respondents were used for the study, three students and three teachers, thus, bringing the total sample size for the study to 210 respondents.

Sample technique

Simple random sampling technique was used in the study. The researcher first of all clustered Junior Secondary School, Jikwoyi into Educational levels. Secondly, each educational level was clustered into groups. Hence, simple random sampling technique was employed to sample respondents for the study. A total of 204 respondents were sampled for the quantitative aspect of the study considering the time and resources available for the researcher. A breakdown of the sampling shows that the total number 68 respondents were selected randomly from three groups. These groups came from the three educational levels that make up the school with equal number of male and female to avoid bias.

Instrument of data collection

The researcher utilized the questionnaire schedule as instrument for quantitative research while in-depth interview guide served for qualitative research purposes. The questionnaire contained open-ended and close-ended questions. The questionnaire also consisted of two parts; the first part covered the demographic characteristics of the respondents such as age, religion, educational level, place of resident, parent's estimate income among others while the second part dealt with specific issues of the study. The qualitative data instrument which was the in-depth interview guide facilitated the research through probing questions in order to obtain varied opinions and views on the study.

Method of data collection

The questionnaire was administered by the researcher with the help of three research assistants. The questionnaire was self-administered to the respondents. The researcher distributed and collected the

questionnaire on spot and the distribution and collection lasted for one week. The researcher also conducted a structured in-depth interview, which is the personal contact of the researcher with the respondents. Respondents used for the in-depth interview were three students and three teachers which lasted for two days.

Method of data analysis

Quantitative method of data analysis was used in the study. The data from the questionnaires was coded; computer processed and analyzed using the version 20 of Statistical Package for the Social Sciences (SPSS). Descriptive statistics such as simple percentage and frequency tables was used. For the qualitative method, a transcription process that ensured the verbal expressions was captured to reflect the opinion of the respondents. Thematic analysis was used to put the responses in direction of research subject and questions which serves to support the responses from the quantitative aspect of the study.

Result

This section dealt with the analyses, presentation and interpretation of data collected in the field. Data collected will be analyzed using frequency distribution tables. It is made up of two (2) sections. Section one (1) discussed the socio-demographic characteristics of the respondents. Section two (2) presented the discussion on the substantial issues of the study. On the qualitative data administered using IDI, 6 respondents comprising teachers and students were chosen randomly. So, this analysis was based on a total of two hundred and ten respondents intended for the study.

Table 1: Demographic characteristics of respondents

Characteristics	Frequency (N=204)	Percentages (100)
Age		
9-14 years	161	78.9
15-17 years	43	21.1
Sex		
Male	118	57.8
Female	86	42.2
Student level		
Junior secondary one	69	33.8
Junior secondary two	68	33.3
Junior secondary three	67	32.8
Place of residence		
Rural area	98	48.0
Urban area	106	52.0
Parent income		
Below N20,000	11	5.4
N21,000- N40,000	16	7.8
N41,000 - N60,000	33	16.2
N61,000- N100,000	57	27.9
N100,000 and above	87	42.6
Family size		
1	17	8.3
2	36	17.6
3	36	17.6
4	52	25.5
5	30	14.7
6	33	16.2

Table 1 shows that majority of the study respondents (78.9%) were aged 9-14 years. Again, greater proportion of the respondents were male. Furthermore, the respondents had almost equal representation in their study level, thus: junior secondary one (33.8%), junior secondary two (33.3%), and junior secondary three (32.8%). In addition, greater proportion of the study respondents (52.0%) resides in urban areas. Similarly, greater proportion of the study respondent' parent earn a monthly income of 100, 000 naira and above. Again., greater proportion of the respondents had a family size of four.

Substrative issues of the study

Table 2: Substantive issues of the research

Delinquency factors	Frequency (204)	Percentage (100)
Examples of delinquencies		
Drug abuse	30	14.7
Alcohol misuse	7	3.4
Truancy	17	8.3
School dropout	20	9.8
Robbery	40	19.6
All of the above	90	44.1
Place of residence		
Yes	169	82.8
No	35	17.2
Peer pressure		
Yes	149	73.0
No	55	27.0
Large family size		
True	132	64.7
False	72	35.3
Categories of Juveniles		
Male	167	81.9
Female	37	18.1
Parenting style		
Yes	132	64.7
No	16	7.8
Not certain	56	27.5
Broken homes		
True	156	76.5
False	48	23.5
Causes of delinquency		
Poverty	70	34.3
Bad gangs	15	7.4
Lack of supervision	39	19.1
Mental disorder	6	2.9
All of the above	36	17.6
None of the above	3	1.5
Not application	35	17.2
Examples of delinquencies		
Drug abuse	30	14.7
Alcohol misuse	7	3.4
Truancy	17	8.3
School dropout	20	9.8

Robbery	40	19.6
All of the above	90	44.1
Measures & Solutions		
Educate students on consequences	40	21.3
Public enlightenment campaign	60	31.9
zero tolerance to crime on school grounds	42	22.3
Stringent punishment	46	24.5

Table 2 shows that following were the examples of juvenile delinquencies engaged by secondary school students in Abuja capital city of Nigeria: drug abuse (14.7%), alcohol misuse (3.4%), truancy (8.3%), school dropout (9.8%), and Robbery (19.6%). However, the most prevalent delinquent activities is drug abuse. Furthermore, majority of the respondents (82.8%) indicated that place of residence largely encourages delinquent activities among secondary school students in Abuja. More insight from the qualitative data revealed that secondary school students who reside in areas such a ghetto, where gang activities are prevalent, are more likely to engage in delinquent activities, thus:

lives in can encourage delinquent behaviour. This is because certain environment like the ghetto area is characterized by behaviours that are unacceptable to the prevailing social norms and a juvenile residing in such areas can as well be influenced negatively, (A female Student).

Again, majority of the respondents (73.0%) indicated that peer pressure influences them to engage in delinquent activities. Furthermore, majority of the study respondents opined that secondary school students from large family size engage more in juvenile delinquency than those from small family size. The response from the qualitative data collaborates with the foregoing assertion. It was revealed that large family size will result to low parental supervision of children by parents. The following is an illustrative quote from the respondents:

Peer pressure, place of residence of the juvenile, level of parental income is not a factor based on the perception of the moral upbringing of children, The negligence on the part of the parent to checkmate the activities of their child will result to delinquency which makes this a tactical issue, so yes sometimes size of the family can be a factor but not always as large families may result in low parental supervision of their children, (A teacher).

It can be observed that that greater proportion of the respondents (81.9%) were of the view that male juveniles engage more in delinquency than female juvenile. Again, it was revealed that majority of the respondents (64.7%) indicated that poor parental style such as *laissez-faire* parental style give opportunity for delinquent activities among secondary school students. In addition, greater proportion of the respondents (76.5%) indicated that students from broken homes engage more in delinquency than students from united homes. Furthermore, the following were identified as factors that predisposes juveniles into delinquent activities: poverty (34.3%), peer pressure (bad gang) (7.4%), lack of parental supervision (19.1%) and mental disorder. Among the factors that predisposes juveniles into delinquency, poverty stands out as the prevalent factor.

The study examined measure to be adopted to ameliorate and eradicate delinquency tendencies and activities among secondary school students in Abuja capital city of Nigeria. The following measures were identified: social workers should educate students on the consequence and impact of delinquency on their lives and destiny. Social workers should also engage in public enlightenment campaign to sensitize the public on the dangers and the need to tackle juvenile delinquency at the community and family level. There should be zero tolerance for delinquent activities in secondary schools. There should be stringent punishment for deviant and perpetrators of juvenile delinquencies.

Discussion

Although the issue of juvenile delinquency is an age long problem in developed and developing countries, it seems that the juvenile delinquency of the past cannot be compared with that of the present era. The anti-social behaviours often associated with the juvenile delinquents, such vices as vandalism, drug abuse, weapon carrying, alcohol abuse, rape, examination malpractices, school violence, bullying, cultism, truancy, school drop-outs, to mention but a few. Obviously, unless something is done to roll back the wave of juvenile delinquency, the prospect of a better, safer and more prosperous and crime free society emerging in Nigeria especially will remain elusive. Therefore, the attention of the international community, governmental and non-governmental agencies, including African scholars has been to create attention to awareness on delinquent behaviour and to address the factors contributing to it.

Findings from this study in revealed that majority (82.8%) of the respondents were aware of delinquent behaviour and the meaning. This implies that awareness of delinquent behaviour is very high in Abuja. This finding agreed with that of Animasahun and Aremu (2015) who found that juvenile delinquency is widespread and the knowledge is high especially among teenager. However, despite the awareness of delinquent behaviour, findings from this study revealed that majority (83.3%) of the respondents said they have engaged in juvenile delinquency which they attributed to peer pressure. This could be the reason why majority (73.0%) admitted that they are pressured from their peers to do bad acts. These findings are in agreement with that of Etim and Egodi (2013) which their study revealed that peer pressure is the main factors for the increase and indulgence in delinquent behaviours among teenagers.

Greater percent (34.3%) of the respondents mentioned poverty as what causes juvenile delinquency. This is true as often, some juveniles from poor families especially those in secondary school feel detracted by the poor situation in their homes and engage in behaviours that are not socially acceptable. The finding agrees with Ugwuoke (2010) who revealed that poverty influences delinquent behaviour among secondary school students. Furthermore, findings from this study, revealed that majority (64.7%) of the respondents stated that parenting styles influences delinquent behaviour and majority (65.2%) mentioned *laissez-faire* parenting style which influences juvenile delinquency. These findings are in agreement with Ajiboye (2015) findings which revealed that parenting style influences juvenile delinquency and also, autocratic Parenting Style and Delinquent behaviour among students strongly and positively correlate and *Laissez-faire* Parenting Style and Delinquent behaviour thereby strongly suggesting that children from homes where *laissez-faire* Parenting Style is practiced are strongly likely to be delinquents.

Furthermore, majority (64.7%) of the respondents said juveniles from a large families are likely to engage in delinquent act. This finding is in agreement with that of Adegoke (2015) who found that juveniles from bigger homes engage in delinquent behaviour due to lack of parental supervision. Similarly, majority of the respondents (58.3) indicated that providing care and support, providing moral education and parental supervision and guidance are roles family can play in reducing juvenile delinquency. This finding agreed with Sanni et al (2010) whose findings recommended parental supervision and support to their children as a measure to curb growth of juvenile delinquency. Furthermore, the findings from the study shows that majority of the respondents who said they have engaged in juvenile delinquency were from rural areas. This finding is in disagreement with Oyeleke and Pius (2015) who found out that juvenile from urban areas engage in juvenile delinquency.

Implications for social work practice in Nigeria

The findings of this study have significant implications for social work practice in Nigeria even though it is still a young and growing one in the country and other developing nations. Social workers have a great deal of roles to play in addressing the factors that contribute to juvenile delinquency among secondary school students. Findings from this study revealed that greater percent (34.3%) of the respondents indicated that the poverty causes to delinquent behaviour. This is true because students from poor families are likely to be led astray, social workers can help these students by linking their families to systems that would provide them with resources so they can take care of their children's needs. Furthermore, majority (82.8%) indicated that place of residence influences delinquent behaviour. This factor calls for proper public education and

also social media campaign on juvenile delinquency. Students and the general public should be sensitized on the dangers of such acts while also addressing the factors in the environment that contributes to it. Again, social workers should work with community leaders, church leaders, parents and school authorities in such areas in addressing the high incidence of juvenile delinquency. Further findings revealed that majority (83.3%) of the respondents mentioned that they have engaged in delinquent act due to peer pressure. Emphasis by social workers should be laid on counselling students on the effects of the company they keep and how to select their friends who will positive things in their lives. Going further, 64.7% and 76.5% of the respondents stated that parenting style influences delinquent behaviour and juveniles from broken homes are likely to engage in delinquent behaviour. These findings tasks social workers to work with parents and families of students to address factors within their families that cause juvenile delinquency. Parents are to be educated on the best parenting style and broken families should be helped to settle their differences and live together in harmony.

Social work will be of great importance in Nigeria if policies related to wellbeing of students with particular reference to addressing the factors that influence delinquent behaviours. As policy specialist, social workers need to be consulted or made to be part of policy making process. This is because social workers as generalists are equipped with information that helps the society to tackle all manner of social problems with particular reference to juvenile delinquency among students in secondary school. There is need for Nigerian government to recognize social work profession by placing them in their rightful position. Social worker profession should not be substituted with other professions because they do not perform the same function.

Conclusion

The current study sought to find out the socio-cultural factors that influence juvenile delinquency among secondary school students in Abuja, Nigeria. The study concludes that peer pressure was the major factor that leads the students into delinquent behaviour. The finding concurs with that of the Ojo (2013) whose study found that peer pressure is the major factor that influences engagement in juvenile delinquency.

Further findings shows that parenting style influences delinquent behaviour and *laissez-faire* parenting style influences delinquent behaviour the most. This implies that parents should be mindful of the way they relate with their wards as it has been shown that parenting style influences juvenile behaviour in one way or the other. Nonchalant parenting style leads adolescents to be influenced by their peers. There is the need for parents to constantly monitor and supervise their children's behaviour and friends, offer them advice and counsel and be supporting to them especially as regards to time and attention. Also, social workers have the role to ensure that both parents and their adolescents are counselled on how to foster good working relationship. Furthermore, the study shows that place of residence influences delinquent behaviour; this could be the reason most of the respondents in the study indicated the influence of place of residence is high. There is the need for public education to enlighten the public especially secondary school students on dangers of juvenile delinquency and problems associated with it which greater percent of the respondents revealed to be drug abuse, alcohol misuse, truancy, school dropout and robbery. Furthermore, the study revealed that government could adopt the measure of public lecture for enlightenment purpose to create more awareness on juvenile delinquency and address the factors that influence it. On measure to be adopted by schools, most of the respondents said schools should adopt zero tolerance on juvenile delinquency as it will help in reducing its incidence.

References

- Abotchie, C. (2008). *Social Structure of Modern Ghana*. Accra; Hans Publication.
- Agbakwuru, C. (2012). *Guidance and counselling in non-school settings*. Owerri: Joe Mankpa Publishers.
- Ajake, U.E, Etuk, G.R & Omori, A.E (2010). Child rearing style and brutal behavior among senior secondary school students in Cross River State. *In journal of counseling Association of Nigeria. CALJOCAN. 4 (4). 162-167.*
- Ajiboye, S.I. (2015). Influence of parenting styles and peer pressure on delinquent behaviour among senior secondary school students in kaduna metropolis.
- Akume, G.T. & Mayange, L.T. (2015). Influence of adolescent delinquency on career aspirations of secondary school students in Northeast Senatorial District of Benue State. *The Nigerian Educational Psychologist*, 13(1), 265-273.
- Animasahun, R.A. & Aremu, C.A. (2015). Correlational study of age, family warmth and school connectedness as factors affecting juvenile delinquency among secondary school adolescents in Osun state, Nigeria. *International journal of psychology and behavioural sciences*, 5(2): 80-88.
- Bella, T.T., Atilola, O. & Omigbodun O.O. (2010). Children within the juvenile justice system in Nigeria: psychopathology and psychosocial needs. *Annals of Ibadan Postgraduate medicine*, 8(1).
- Bosiakoh, T.A., & Andoh, P.K. (2010). Differential Association Theory and Juvenile Delinquency in Ghana's capital city - Accra: The case of Ghana Borstal Institute. *International Journal of Sociology and Anthropology*, 2(9): 198-205.
- Bronfenbrenner, U. (1979). *The Ecology of Human Development: Experiments by Nature and Design*. Cambridge, Massachusetts: Harvard University Press.
- Cauffman W., Dmitrieva T.A, Goldweber Y., Piquero C.D., & Steinberg J.A. (2011). The development of criminal style in adolescence and young adulthood: Separating the lemmings from the loners. *Journal of Youth and Adolescence*, 40: 332- 346.
- Clinard, M.B., & Meier, R.F. (2008). *Sociology of deviant behaviour*. California: Thompson Wedsworth.
- Damron-Bell, J. (2011). The development of deviant behaviour in adolescents : the influence of student characteristics and school climate." *Electronic Theses and Dissertations*. 309.
- Elliot, D.S., Huizinga & Menard (2012). Multiple problem of youth delinquency, substance use and mental health problem. New York: Springer.
- Hemed, M. (2015) *Cross-sectional studies*. Training Course in Sexual And Reproductive Health Research, Geneva.
- Hess, K.M., & Drowns, R.W. (2010). *Juvenile Justice*. 5th ed. Wardsworth: Cengage Learning.
- Kim, H. & Kim, H. (2008). *Juvenile delinquency and youth crime*. New York: Nova Science Publishers.

- Kolko, D.J., Pardini, D.A. (2010). ODD dimensions, ADHD, and callous-unemotional traits as predictors of treatment response in children with disruptive behaviour disorders. *Journal of Abnormal Psychology*, 119(4): 713-725.
- Mofitt, R.A. (2009). *Policy Interventions, Low-Level Equilibria, and Social Interactions*. Johns Hopkins University mimeo.
- Okorodudu, G.N. (2010). Influence of parenting styles on adolescent delinquency in Delta central senatorial district. *Edo J. Counselling*. 3(1): 58-86.
- Oyeleke A.I. & Pius T.T. (2015). *Perceived Youth Gangs and Peers Imitation as Correlates of Adolescent Delinquent Behaviour in Ibadan Metropolis, Nigeria*. Kamlar-Ray, South Africa. Retrieved from <https://www.quora.com/What-is-the-role-of-social-worker-in-juvenile-delinquency/>.
- Sanni, K.B, Udoh, N.A, Okediji, A.A, Modo, F.N & Ezech, C.N. (2010). Family types and juvenile delinquency issues among secondary school teachers in AKWA Ibom State, Nigeria: counselling implications. *Journal of Social Science*, 23(1): 21-23.
- Schmallegger, F & Bartollas, C. (2008) *Juvenile delinquency*. USA: Pearson Education, Inc.
- Simões, C., Matos, M.G., & Batista-Foguet, J.M., (2008). Juvenile Delinquency: Analysis of Risk and Protective Factors Using Quantitative and Qualitative methods. *Cognition, Brain, Behaviour. An Interdisciplinary Journal*, 7(4):389-408.
- Ugwuoke, C. (2010). *Criminology: Explaining crime in the Nigerian context: Nsukka* :Great AP Publishers Ltd.
- UNHABITAT, (2009). *Global Shelter: Challenges and Prospects*. UN Publication.
- UNICEF, (2008). *Assessment Tool to Assist State Governments in the Implementation of Child Justice Administration in Nigeria*. Lagos: UNICEF.
- UNICEF, (2013). *The Role of Social Work in Juvenile Justice*. Switzerland: UNICEF regional office.
- Usman, I. (2015). *Planning And Land Administration Challenges In Developing New Cities: The Abuja Experience In Nigeria*.