



A Survey of Causes, Effects, and Remedy of Juvenile Delinquency in Selected Secondary Schools in Umuahia South Local Government Area of Abia State

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Abstract

The research investigates the causes, effects, and remedies of Juvenile Delinquency in selected secondary schools in Umuahia South Local Government Area of Abia State. Four research hypotheses were formulated for the study. Data were collected by random sampling from sixty secondary school teachers and sixty students. A questionnaire developed by the researcher was used for the data collection. Data were analyzed using mean and t-test statistics. The following findings emerged:

1. There is a high rate of juvenile delinquency.
2. Illiterate and uneducated parents breed more delinquents.
3. Some children become delinquent due to peer influence.
4. The unethical behaviour of some parents and adults affects the behaviour of a child.

Keywords: *Juvenile; Juvenile Delinquency; Adolescents; Schools*

1. Introduction

Education has been accepted as the single largest industry in Nigeria. This is aimed at building the country to self-sufficiency in all aspects—politically, socially, economically, culturally, etc. To this effect, the government and people of Nigeria invest much money and time, and have high expectations of feedback. After many decades of compulsory and somehow free education for all, the achievements of the schools are subject to fundamental questions, not only by educators but also by other individuals and parents.

Detany (1989) comments that “there is a widespread belief that, far from being an instrument of change, schools have reinforced existing social systems and legitimated long-standing distributions of

power and status. They are alleged to have failed to respond effectively to, among other things, the economic and technological imperatives of the twenty-first century, the adolescent problems that result in juvenile delinquency and indiscipline.”

The ensuing analysis of schooling has taken many forms, but central focus has not been directed to such obstructions that militate against the achievement of educational goals, aims, and objectives such as youth culture, conflict with society, and delinquency. The system of change in the educational system and curriculum is not well defined and appears to be too western. To this effect, the way our young ones grow to behave and perceive the society is opposed to the aims of education. The aspect of youth problems has not yet come into play in the teaching-learning transaction of our schools. We are yet to investigate why children behave the way they do, analyze the relationship between such behaviors and educational achievement, and examine the effects of such behaviors on educational goals.

Yet though the school curriculum is being continuously subjected to extensive scrutiny, there has been little or no specifically sociological survey that may reveal whether the content may shift from subject to subject or include them in a broader domain that may encompass the care for adolescent behaviors.

Education of the youth is one of the major concerns emphasized in the Nigerian philosophy as evidenced by the National Policy on Education. Usually, educational processes do not function without mitigating factors impinging on their progress. One of these factors has been identified to be Juvenile Delinquency. It has continued at varying degrees to plague institutions of learning, especially at secondary and tertiary levels.

This is evident in view of the fact that no day passes without reference to youth crime and indiscipline in schools by individuals and the general public through mass media. Juvenile delinquency has been decried by members of the Nigerian society, but no adequate steps have been taken to curb it. One wonders why delinquency persists despite widespread concern. Perhaps the proper approaches and machinery required to achieve positive results have not yet been put to use. Accusing fingers continue to point at parents, teachers, the government, the child, and peer groups. But the solution cannot come from an undefined source. More organized approaches are necessary for reducing crime among Nigerian youth and improving educational output.

The word “juvenile” does not have a single author because it is not a concept created by one person—it is a word that developed over time in language.

1.1 Origin (Etymology):

“Juvenile” comes from the Latin word *juvenilis*, which means youthful or young. That Latin word is derived from *juvenis*, meaning young person.

There is no single author of “juvenile.” Its meaning comes from Latin origins and has been shaped by language usage and dictionary authorities over many years.

James, B. & Dawn, J. Bartusch (2006) defined the term “juvenile” generally refers to someone who is not yet an adult. It is commonly used to describe young people, particularly those who are still in their teenage years or younger. In legal contexts, “juvenile” often pertains to minors who have engaged in criminal activities and may be subject to a different legal system designed for young offenders. Additionally, “juvenile” can describe certain behaviors or characteristics considered typical of young individuals, such as immaturity or playfulness. In biology, it may refer to an organism that is in its developmental stage before reaching maturity.

According to Richard, R. (1999), Juvenile delinquency refers to illegal or antisocial behavior by individuals under the age of adulthood, typically minors. It encompasses a range of activities, including theft, vandalism, drug use, and violence. Juvenile delinquents may face legal consequences, including the juvenile justice system, which focuses on rehabilitation rather than punishment. Factors contributing to delinquency can include family issues, peer pressure, socioeconomic conditions, and mental health challenges. The goal of addressing juvenile delinquency is to prevent further criminal behavior and promote positive development.

Judith B. (2018), in her view, believes that adolescence is a developmental stage that typically occurs between the ages of 10 and 19, marking the transition from childhood to adulthood. It is characterized by significant physical, emotional, cognitive, and social changes. During this period, individuals undergo puberty, experience rapid growth and development, and face new social dynamics as they seek independence and identity. Nancy, S. (2009) states that Adolescence is marked by exploration and experimentation, as young people often test boundaries, form relationships, and develop a sense of self. This phase is crucial for the formation of personal values, behaviors, and social skills that will influence their adult lives.

The word school generally refers to a place or institution where people go to learn. Its meaning can vary slightly depending on context, but the main ideas are:

1. Educational Institution

A school is a place where students receive instruction from teachers.

Example: Primary school, secondary school, college

2. Process of Learning

It can also refer to the act of being taught or educated.

Example: "He is in school" means he is receiving education

3. Group with Shared Ideas (Figurative Meaning)

Sometimes, "school" describes a group of people who share the same beliefs, style, or methods.

This paper therefore examines the circumstances surrounding juvenile delinquency in secondary schools as it relates to the identification and remedy of causes, effects, and treatments. A major deficiency in the achievement of educational goals appears to be the neglect of adolescence—a serious life stage spent mostly in school. The need to include this sociological aspect of the school system in the curriculum is necessary, hence the justification for this survey.

1.2 Statement of the Problem

Delinquency among the youth is next to moral decadence and indiscipline and is rampant in society, especially in schools. Delinquent behaviour cannot augur well for the achievement of educational aims. Education is the largest industry and the main avenue for nation-building and social sanity. Any activity threatening national goals needs urgent attention. Unfortunately, delinquency among Nigerian youths has received little attention. Schools, being social systems, naturally produce social problems—the most catastrophic being juvenile delinquency. Prominent crimes among youth include assault, rape, robbery, burglary, arson, smoking, drunkenness, fighting, bullying, truancy, larceny, fraud, pilfering, drug and sexual abuse.

Shertzer and Stone (1980) state that adolescence is a period characterized by social deviance, crisis, and conflicts with parents, adults, and authority. Students in adolescence come from different backgrounds, creating room for different social problems such as role confusion, struggle for control, peer rejection, fighting, bullying, and adjustment issues.

Similarly, in 1985, the United Nations declared International Youth Year. In 1984, Nigeria launched the "War against Indiscipline" under General Buhari, later revitalized in 1994 as WAI-C.

1.3 Purpose of the Study

The purpose of this study is to survey the causes, effects, and remedies of juvenile delinquency in selected secondary schools in Umuahia South, Abia State. Specifically, the study aims to:

1. Verify the reasons behind high juvenile delinquency rates.
2. Upgrade knowledge of juvenile delinquency for educational researchers.
3. Determine disciplinary measures taken by the state government and how to improve them.
4. Assess the population of these schools and ways to assist them.

1.4 Significance of the Study

1. It will provide relevant information to schools, individuals, and researchers.
2. It will benefit secondary school boards by stimulating emphasis on delinquency reduction.
3. Society will benefit if the recommendations reduce juvenile delinquency.
4. It will serve as reference material for future researchers.

1.5 Scope of the Study

The study covers six selected secondary schools in Umuahia South.

1.6 Research Questions

The study was guided by the following research questions:

1. Is there a high rate of juvenile delinquency?
2. Do illiterate and uneducated parents breed more delinquents?
3. To what extent do peers influence delinquent behaviour?
4. How does unethical behaviour of adults affect children?

1.7 Research Hypotheses

The following null hypotheses guided the study and were tested at 0.05 level of significance:

- (i) No significant difference exists between teachers' and students' opinions on high delinquency.
- (ii) No significant difference exists regarding whether uneducated parents breed more delinquents.
- (iii) No significant difference exists regarding peer influence on delinquency.

2. Review of Related Literature

The incidence of juvenile delinquency has been a problem the world over and has been a lucrative topic for renowned psychologists, sociologists, and educationists who have seen it as a threat to normal social and educational functions. This has resulted in many contributive efforts in writing attempting to expose the magnitude of occurrence, causes, and effects of juvenile delinquency, and ways of combating it. The review of related literature will be done according to the following guidelines:

- i. The evidences of the incidences of juvenile delinquency and other crimes.
- ii. The causes of juvenile delinquency
- iii. The effects of juvenile delinquency
- iv. The treatment or remedy
- v. Summary

2.1 Evidences of the Incidences of Juvenile Delinquency

One of the most serious problems facing those concerned with juvenile delinquency is their undue confusion of what constitutes delinquent behaviour. For A.R. Denton (1985) juvenile delinquency defines two types of behaviour:

1. "Violation of law by a juvenile and
2. Status offences such as anti-social behaviour or incorrigibility."⁵

A.S. Hornby (1995) considers juvenile delinquency as "a crime by young people who are not yet adults"⁶. Shertzer and Stone (1980) recognized delinquency as presently a pervasive social problem, but disclosed that little is known empirically about its origin. They made the following contribution: "Girls are involved less in crimes than boys. They are mostly involved in crimes as runaway, truancy, curfew, and the like; one-fifth of the boys involved more in larceny, auto-theft, vandalism, robbery and burglary. The number of concealed delinquent acts is probably large. Undetected or covered as well as unrecorded delinquency is more common among middle and higher income groups."⁷

On the incidence of alcohol and drugs, Clyde Narramore (1966) says, "counselors are increasingly dealing with alcohol and drug problems among secondary school students. The frequency of drinking and the amount consumed are related to informal social status group membership (college bound) 'leathers' (described by investigators as young persons not involved in school activities, who were often discipline problems, and who spend their non-school time roaming or hanging around towns)"⁸.

On the incidence of pregnancies and accidental youthful marriages "according to a Time Article, teenage girls are misinformed or not well informed about the time they are most likely to become pregnant. Melvin and Zelink and J. Kanter, Time August 21, (1998), "Error free statistics about sexual habits and involvement by young school girls as given by some demographers project from their sample that at the age of 15, (13.8 percent) of unmarried girls have experienced sexual intercourse, for age 16, (21.2 percent), age 17, (26.6 percent) age 18, (31.1 percent), and age 19, (46.1 percent)"⁹. There is a high rate of teenage pregnancies in the world.

R.J. Havighurst and D.U. Levine (1999) expressed their views about violence in the schools and said; "one of the most serious problems confronting many schools in concentrated poverty neighbourhoods is the tendency for violence in the community to affect teaching and learning conditions in schools." ¹⁰. They observed that violence and other anti-social behaviours of one sort or another is more prevalent there. That is in the poverty areas than in most other neighbourhoods, and that is, it is difficult if not impossible to prevent problems in the community from impinging on the schools. At the elementary level, they continued, vandalism and extortion against younger students are frequent problems and physical assaults against students and teachers frequently constitute additional problems at the secondary level.

2.2 Causes of Juvenile Delinquency

The causes of delinquency by the young include dropouts. Most teenagers, aged 15-19 are in school but most young adults, aged 20 to 40 are not. That eight out of 10 teenagers, but only 15 of every 100 young adults are in school.

Although more young people are getting a high school education today than ever before and the percentage of college age people actually in college is expected to grow rapidly by many dropouts pose a major problem to schools and college personnel, because as the number of college age student increase, the number of dropouts grows with it.

Archie Anusiem (1987), he explained that years of research have focused on the personal characteristic of high school dropout, although the research findings are often in conflict, he views that most commonly emerge that high school dropouts:

- i. Distrust and suspect authority,
- ii. Have unrealistic aspiration and work attitude
- iii. Are hypersensitive to criticism or rejection
- iv. Display a facade of toughness
- v. Evidence dependency needs
- vi. Possess impaired and confused self-concepts and
- vii. Reject social values¹¹.

He observed too that the problems the dropouts present to counselors include:

- i. Employment
- ii. Family relationships health concerns
- iii. Health concerns
- iv. School-related difficulties
- v. Anxiety
- vi. Responsibility for raising children ¹²

He said that college dropout is increasingly becoming the focus of widespread concern; and that a dropout rate of approximately 60 percent nationally over the four-year period had been reported by numerous investigations. Causes of leaving school, which may also result in school dropouts, he said, includes:

- i. Lack of finances,
- ii. Academic difficulty,
- iii. Dissatisfaction with the college and its programs
- iv. Marriage, and
- v. Illness.¹³

Causes of delinquency have been attributed by many educators to lack of good models, inadequate parents, poor socio-economic conditions and other reasons. According to them, causes of delinquency have been the subject of much clinical observation and considerable research. Many delinquents have been described as alienated from the social order.

Havighurst (1988) saw poverty as the cause of adolescent problems. He wrote that: "There is reason to believe that instructional services are delivered less effectively in low-status schools, apparently because the concentration of learning and behavioral problems in low-status schools makes teaching and learning problems particularly difficult there. "The generalization here therefore suggests that low-status schools tend to be dysfunctional compared to other types of schools. Social class segregation in schools make it more difficult to provide an adequate education for students from low-status families.

Callahan (1977) in his contribution observed that "the home milieu of the delinquent and dropout is characterized by contradictory social norms, broken family units, economic stress, deteriorated neighborhood residence, inadequate supervision during the formative years and indifferent parental relationships."¹⁵

There are more children at home than the parents can adequately take care of and control. The parents are inconsistent in displaying affection and maintaining discipline. The home life is often unpleasant and unhappy. No father or mother, or an ineffectual one. Parents' educational level is very

low. His emotional and social aspects leave much to be desired. His family friends are few and are likely to be of problem units or of delinquent group i.e. divorced, deserted, dropout, school fearing (birds of the same feather). Type of peers does not bother the parent. Child's achievement does not receive parental scrutiny and motivation.

The principal's conference on indiscipline in school in Lagos in July 12th, 1976, 1977 discovered and reported that indiscipline in schools had external and internal causes.

External causes:

- (a) "Parents" general neglect for their roles and duty to their children.
- (b) The states and the governments' interference in the curriculum provisions of the school.
- (c) The general influence of changing societal values as it affects educational institution.
- (d) The effect of changing culture in an environment where people seem not to uphold any of the older traditions.
- (e) Inadequate provision of physical facilities.
- (f) Inadequate staffing and poor staffing conditions of service
- (g) Lack of stability in the staffing of the schools
- (h) Bureaucratic red tape and powerlessness of school heads¹⁶.

Internal causes:

- A "Over-population in our schools today"
- B False sense of freedom among our students
- C One sided publicity to the events happening in schools
- D Use of the school day.
- E Lack of devotion on the part of the school staff.
- F Poor principal-teacher relationship.
- G Inadequate school rules and poorly enforced available ones.
- H Poor students-staff relationships
- I Problems relating to feeding and accommodation of our students
- J Lack of initiative from the principal, and
- K. Non-inclusion of students in the administration of schools."¹⁷ (Report on Pc i., ministry of information, Lagos, 1978).

2.3 Opinions on the Effects of Juvenile Delinquency

The Chicago deputy superintendent of schools, Mannford Byrd in his eloquent statement on the effects on education of violence and related problems in concentrated urban poverty neighbourhoods, said that violence and other delinquent behaviours were still generally detrimental to learning. He summarized his speech with the following:

The loses... cannot be measured in terms of dollars, no one has measured the immediate and long term effects on the education of children resulting from the climate of fear generated by these conditions. Many hours of education are lost because of false fire alarms and bomb threats. Much harm is being done to educational programs where classroom windows are shattered, teaching materials destroyed or stolen, and schools damaged by fire and other acts of vandalism when students and teachers are fearful of going to school... a healthy environment for learning is lost ¹⁸.

Evans and McCandless (1990), writing on delinquency VS. School achievement, said that, "a prominent relationship between school maladjustment or maladaptation and delinquency, and that this relationship has long been observed by psychologists and educators;" ¹⁹ i.e. Persistent truancy marks the initial step in school maladaptation and delinquency, and as with school dropouts, a disproportionate

number of retarded readers are found among group of juvenile delinquents, especially boys. Havighurst and Levine (1988) made a brief comment about the result of illegitimate pregnancies among schoolgirls.

They quoted Furstenberg (1977) who studied teenage mothers in Baltimore as having said, "bearing a child interferes with girl's educational interest and progress as well as with her ability to get and hold a desirable job... this early responsibility for child often tends to hinder the young father's educational and occupational career" ²⁰. From the tone of his recommendation he strictly advised that teenage pregnancy be discouraged.

2.4 Literatures on the Remedy of Juvenile Delinquency

Delany (1975) quoting the U.S. senate sub-committee on juvenile delinquency report outlined some measure for treating delinquency among the youth and said, "since the mid 1970's, school officials have moved vigorously to reduce violence in big city schools and make them more secure places in which to teach and learn. Steps taken to accomplish this have included:

- 1 The provision of elaborate security systems, and creation of safety corridor to provide protected access to and from the street.
- 2 Intensification of counseling services for student acquire basic skills in the classroom and
- 3 Organizational modifications such as dividing a school into five independent communities.

In 1976, as study conducted for the national institute of juvenile justice and delinquency prevention reported that," the over-whelming majority of school administrations who had initiated a combination of these types of approaches for reducing school violence felt that these actions had been helpful in attaining their goal."²¹

Havighurst (1988) wrote on how to improve the academic performance of low – status students in general and inter- city students in particular. He suggested compensatory education aimed at identifying the most difficult educational problems of *the low – status* students that make them behave delinquently. Students should be incorporated into special social systematic education for approaches and bring sanity to their general ways of behaviour. Callahan and Clark on the way of improving the lot of delinquent students and dropouts recommended that the involvement of students in policy making and curriculum revision may be one way to revamp a milieu that fine irrelevant, immaterial and even cruel. To prevent delinquency and dropouts, they wrote, that the schools must do the following:

1. Break through the age barrier between youth and adults, that is, understand the characteristics of the adolescent as differs from those of the adults.
2. Provide a positive climate for the non-achieving students.
3. Be staffed by authentic, experienced and devoted teachers whom students trust.
4. In addition a qualified guidance counselor should be readily at work in the school for an adequate guidance services.
5. Achieve greater differentiation of curriculum to ensure a meaningful school programme.
6. Encourage early detection of possible delinquents and attempt to alter the development for this behaviours.
- 7 Have students represented in a democratic administration of the school.
- 8 Work closely with the community they serve without active involvement of the school as a community agency, the community can have little effect on its delinquency and dropout problems²²

However, they concluded, by mobilizing the school and community forces and having them work in concert, much could be done to prevent and control the social the social problems towards which many of our youth move. Evans and McCandless, contributed to the ways of curbing anti- social behaviour in the schools. They, "recognized the existence of micro-school gangs, racial or tribal tensions, delegations

to authorities, students, struggle for rights, etc.; and suggested that the recognition of genuine school gangs, groups and societies, and under natural agreement, with the backing of school rules and regulations drops the unwelcome ones."²³

Finally, J.W Starr (1978) (Research in education No. 19) after his research on discipline and corporal punishment, reported that "75 percent of the 116 schools used corporal punishment, and agreed that it should be continuously used, and should not be abolished until other better means of enforcing discipline and checking serious offences were discovered. An improved disciplinary condition was reported, hence the recommendation."²⁴

2.5 Summary of Literature Review

This review of literature has explored profoundly the issue surrounding the cases, causes, effects, and remedy of juvenile delinquency, especially among secondary school youth. It has undoubtedly offered an outlook and a penetrating analysis and the fact relating to student delinquents attitudes and the resultant consequences.

The various opinions gathered from the literature review are a guide and a preview to contemporary educational and social problem alongside the aims and objectives of sending the young ones of this great country, Nigeria to school. It enables the investigator to see clearly the areas of priority in her investigation.

There is no doubt too that the author will have an aiding tool from the literature review with which to confront such issues as are controversial in this field of specialization and in this study. Drawn from the literature is the demarcation between crime and delinquency, different degrees of crimes and delinquent behaviours and a hierarchy of approach to the solution of juvenile delinquency.

It is hoped that this review of literature will be of maximum utilization to the approach of investigation and findings there from, in terms of direction and comparisons, and contribution to decision making in this study.

3. Methodology

The chapter deals with the techniques which were adopted in carrying out this study. It would be presented under the following sub-headings:

- (a) Design of the study
- (b) Population of the study
- (c) Sample and sampling techniques
- (d) Instrument for data collection
- (e) Validation of the instrument
- (f) Reliability of the instrument
- (g) Method of data collection
- (h) Method of data analysis

3.1 Design of the Study

This survey is appraisal of the causal factors of juvenile delinquency as well as an investigation into it effective remedies. To source primary information the researcher made use of questionnaire.

3.2 Population of the Study

The population consisted of six selected secondary schools in Umuahia South Local Government Area in Abia State. The six schools are all co-educational types. The number of Secondary Schools in Umuahia South Local Government in Abia State are 9 (nine). Below are the selected schools:

- 1 Evangel High School Old Umuahia
- 2 Ubakala Secondary School
- 3 Olokoro High School
- 4 Holy Ghost Secondary Technical School
- 5 Nsirimo Secondary School

3.3 Sample and Sampling Techniques

From the six schools selected a total of 300 students from classes four and five were selected. Fifteen (15) teachers from each school lining a total of 90. From the 300 students, 150 were boys while 150 were girls. Method of selection is by random sampling in which each class four or five student had a choice of being chosen. This was done in reflection to the proportional representation of the various categories of schools.

3.4 Instrument for Data Collection

The researcher used structured questionnaire with test items drawn using a four point scale (a modified Likert – type scale). In each test items respondent were required to indicate their degree of agreement to the items in any of the following response categories:

Key: Strongly Agree =SA
Agree =A
Disagree =D
Strong Disagree =SD

3.5 Validation of the Instrument

For validation of the instrument, the researcher's scheduled items were submitted to the project supervisor who made a constructive criticism of the draft. Based on the criticisms, the researcher made amendment on the draft and the instrument was finally adopted before they were administered to the respondents.

3.6 Reliability of the Instrument

The reliability of the instrument was determined administering the questionnaires to students and teachers of each school, collected and scored. The distribution was correlated using the Pearson produce moment correlated. A correlation coefficient of 0.75 was established.

3.7 Method of Data Collection

The research questions were sent personally to the schools and copies of which were administered to each respondent on completion, the researcher recovered the filled copies of the instrument from respondents.

3.8 Method of Data Analysis

The following statistical procedures were adopted in analyzing researcher recovered data collection.

- ❖ Percentage score: This was used to complete and summarize data on the section dealings on background information.
- ❖ Frequency distribution: This was used to compute for the mean responses to each questionnaire item.
- ❖ Mean Scores: These were calculated for each questionnaire item to determine the mean responses. The formula used is as follows:

$$X = \sum f / N$$

Where X = mean

$\sum f$ = Sum of frequency of responses to each item.

N = Total number of respondents

The t - test

This was computed to test for significant difference in the responses of the two sub-groups of respondents (students and teachers). The formula used is as follows:

[Formula for t-test]

Where $\bar{X}_1$ = mean responses of students

$\bar{X}_2$ = mean responses of teachers

X_1^2 = The squared sum of all the responses by student

X_2^2 = The squared sum of all responses by teachers

n_1 = Total number of students responding

n_2 = Total number of teachers responding.

A 4-point scale was used and values were assigned to each response category as follows:

SA = Strongly Agree (4)

A = Agree (3)

DA = Disagree (2)

SD = Strongly Disagree (1)

The average was determined by finding mean value to the options. Using the interval scales of 0.05, the upper cut point is 2.55. While the lower limit is 2.45. The sample means was calculated on each questionnaire item and item with a mean rating of 2.55 above showed that the respondents agree with the item. While an item with mean 2.45 or below showed that the respondents disagreed with the item.

The mean values obtained from each group on each item were used to calculate the t-test for the group.

4. Presentation and Analyses of Data

This chapter would focus on the presentation and analyses of data supplied by the respondents. It aims at analyzing the responses as a means of accepting or rejecting the research questions to have enough stand on the criteria for justifying the validity of the decisions on these results and also for easy understanding and interpretation, the frequency of the responses were converted into the simple means and used in calculating the T- test. The T- test calculations are then used in testing the hypothesis stated.

HYPOTHESIS 1: There is no significant difference between the opinion of teachers and students about a high rate of Juvenile delinquency in some secondary schools.

TABLE 4.1 (a) Response of teachers on whether there is actually a high rate of Juvenile delinquency in some Secondary Schools in Umuahia South.

Responses	Score (S)	Frequency (F)	FS	Mean $\bar{X}$	Deviation X	X ²	FX ²
SA	4	11	44	3.5	0.5	0.25	2.75
A	3	3	9	3.5	-0.5	0.25	0.75
DA	2	1	2	3.5	-1.5	2.25	2.25
SD	1	1	1	3.5	-2.5	6.25	6.25
Total		16	56				12.0

The total sum of all squared deviations multiplied by the frequency of the respondents (fx²) is 12.0. When the sum is divided by the number of respondents (teachers), we have $12.0 \div 16 = 0.75$. When we find the square root of this quotient we get the standard deviation as follows: $\sqrt{0.75} = 0.87$. Approximately 0.87

TABLE 4:1 (B) Response of student on whether there is actually a high rate of Juvenile delinquency in some Secondary School in Umuahia South.

Response	Score (S)	Frequency (F)	FS	MEAN $\bar{X}$	Deviation X	X ²	FX ²
SA	4	8	32	3.2	0.8	0.64	5.12
A	3	4	12	3.2	0.2	0.04	0.16
DA	2	3	6	3.2	-1.2	1.44	4.32
SD	1	1	1	3.2	-2.2	4.84	4.84
Total		16	51				14.44

$$\sum FX^2 = 14.44 \text{ and } \sum F = 16$$

$$\sum FX^2 / \sum F = 14.44 / 16 = 0.9025$$

$$\sqrt{0.9025} = 0.95$$

Standard deviation= approximately 0.95

TABLE 4.1 (C). T-Test Calculation on High Rate of Juvenile Delinquency.

$\bar{X}_1$	$\bar{X}_2$	Calculated T-value	Tabulated Value	Decision
3.5	3.2	0.05	1.95	ACCEPT

DECISION RULE: if calculated T- value is less than the table value we accept the hypothesis, if not we reject it. Based on the above, the hypothesis that there is no significant difference between the opinion of teachers and students about a high rate of juvenile delinquency in some secondary schools is accepted, since the calculated T- value (0.05) is less than table value (1.95).

HYPOTHESIS II: There is no significant difference between the opinion of teachers and students as to whether illiterate and uneducated parents breed more delinquents.

TABLE 4.2 (A). Responses of Teachers on Illiterate and Uneducated Parents Breed More Delinquents.

Response	Score (S)	Frequency (F)	FS	Mean $\bar{X}$	Deviation X	X ²	FX ²
SA	4	11	44	3.6	0.4	0.16	1.76
A	3	4	12	3.6	-0.6	0.36	1.44
DA	2	1	2	3.6	-1.6	2.56	2.56
SD	1	0	0	3.6	-2.6	6.76	0.00
Total		16	58				5.76

$$\begin{aligned}\sum FX^2 &= 5.76 \text{ AND } \sum F = 16 \\ \sum FX^2 / \sum F &= 5.76 / 16 = 0.36 \\ \sqrt{0.36} &= 0.6 \\ \text{Standard deviation} &= 0.6\end{aligned}$$

TABLE4:2 (B). Responses of student on illiterate and uneducated parents breed more delinquents.

Response	Score (S)	Frequency (F)	FS	Mean $\bar{X}$	Deviation X	X ²	FX ²
SA	4	11	44	3.4	0.6	0.36	3.96
A	3	2	6	3.4	-0.4	0.16	0.32
DA	2	1	2	3.4	-1.4	1.96	1.96
SD	1	2	2	3.4	-2.4	5.76	11.52
Total		16	54				17.76

$$\begin{aligned}\sum FX^2 &= 17.76 \text{ AND } \sum F = 16 \\ \sum FX^2 / \sum F &= 17.76 / 16 = 1.11 \\ \sqrt{1.11} &= 1.053 \\ \text{Standard Deviation} &\approx 1.05\end{aligned}$$

TABLE 4.2 (C) T-TEST Calculation on illiterate and uneducated parents breeds more delinquents.

$\bar{X}_1$	$\bar{X}_2$	Calculated T-value	Tabulated value	Decision
3.6	3.4	0.04	1.95	ACCEPT

As shown in above table 4.2 (C), the calculated T-value is less than the table and value. We therefore accept the hypothesis that there is no significant difference between the opinion of teachers and students as to whether illiterate and uneducated parents breed more delinquents.

HYPOTHESIS III: There is no significant difference between teachers and students as to whether some children become delinquent because of the influence of their peers.

TABLE 4.3 (A) Responses of teachers on how children become delinquent because of the influence of their peers.

Response	Score (s)	Frequency (F)	FS	Mean $\bar{X}$	Deviation X	X^2	FX^2
SA	4	6	24	3.0	1.0	1.00	6.00
A	3	6	18	3.0	0.0	0.00	0.00
DA	2	4	8	3.0	-1.0	1.00	4.00
SD	1	0	0	3.0	-2.0	4.00	0.00
Total		16	50				10.00

$$\begin{aligned}\sum FX^2 &= 10.00 \text{ AND } \sum F = 16 \\ \sum FX^2 / \sum F &= 10.00 / 16 = 0.625 \\ \sqrt{0.625} &= 0.79 \\ \text{Standard Deviation} &\approx 0.79\end{aligned}$$

Table 4: 3 (B). Responses of students on how children become delinquent because of the influence of their peers.

Response	Score(s)	Frequency(F)	FS	Mean $\bar{X}$	Deviation X	X^2	FX^2
SA	4	5	20	2.625	1.375	1.89	9.45
A	3	4	12	2.625	0.375	0.14	0.56
DA	2	3	6	2.625	-0.625	0.39	1.17
SD	1	4	4	2.625	-1.625	2.64	10.56
Total		16	42				21.74

$$\begin{aligned}\sum FX^2 &= 21.74 \text{ AND } \sum F = 16 \\ \sum FX^2 / \sum F &= 21.74 / 16 = 1.35875 \\ \sqrt{1.35875} &= 1.166 \\ \text{Standard Deviation} &\approx 1.17\end{aligned}$$

TABLE 4.3 (C). T- Test calculation on how children become delinquent because of the influence of their peers.

$\bar{X}_1$	$\bar{X}_2$	Calculated T-value	Tabulated value	Decision
3.0	2.625	[Value]	1.95	[Decision]

DECISION RULE: If calculated T- value is less than the tabulated T- value we accept the hypothesis, if not we reject it. Therefore, since the calculated T- value is less than the table value 1.96, we accept the hypothesis that there is no significant difference between teachers and students opinions as to whether some children become delinquent because of the influence of their peers.

HYPOTHESIS IV: There is no significant difference between the opinions of teachers and students as to whether unethical behaviour of some parents and other adults affect the behaviour of a child.

TABLE 4.4 (A), Responses of teachers on how unethical behaviours of some parents and other adults affect the behaviour of a child.

Response	Score (S)	Frequency F	FS	Mean $\bar{X}$	Deviation X	X^2	FX^2
SA	4	3	12	2.25	1.75	3.06	9.18
A	3	3	9	2.25	0.75	0.56	1.68
DA	2	5	10	2.25	-0.25	0.06	0.30
SD	1	5	5	2.25	-1.25	1.56	7.80
Total		16	36				18.96

$$\begin{aligned}\sum FX^2 &= 18.96 \text{ AND } \sum F = 16 \\ \sum FX^2 / \sum F &= 18.96 / 16 = 1.185 \\ \sqrt{1.185} &\approx 1.088 \\ \text{Standard Deviation} &\approx 1.09\end{aligned}$$

5. Summary, Discussion, Recommendations and Conclusion

This Chapter is specifically concerned with the summary, discussion, recommendations, and conclusion. It has been divided into sub-headings as follows:

- 5:1. Re-statement of the problem
- 5:2. Summary of findings
- 5:3. Discussion of findings
- 5:4. Educational implication of the study
- 5:5. Limitations of the study

- 5:6. Recommendations
- 5:7. Suggestions for further studies and conclusion.

5.1 Re-Statement of the Problem

The problem of the study is to identify the causes, effects, and remedy of juvenile delinquency in some selected Secondary Schools in Umuahia South Local Government in Abia State. The study aimed to investigate whether such statements as, illiterate and uneducated parents breed more delinquent children, children become delinquent because of the influence of their peers, unethical behaviour of some parents and other adults affect the behaviour of a child, were responsible for the high rate of juvenile delinquency in our Secondary Schools in Umuahia South. It is in the light of the above criticism that the researcher considers this work worth pursuing as it is aimed at identifying the root causes and implications of this evil trend with a view of proffering some long-lasting remedial approach. Specifically, the study is designed to provide answers to the following questions.

1. Is there actually a high rate of Juvenile delinquency in some Secondary Schools in Umuahia South?
2. Is it true that illiterate and uneducated parents breed more delinquents?
3. To what extent do some children become delinquent because of the influence of their peers?
4. In what way does unethical behaviour of some parents and other adults affect the behaviour of a child?

5.2 Summary of Findings

In summary of the causes, effects and remedy of juvenile delinquency in selected Secondary Schools in Umuahia South Local Government Area Abia State. The researcher was able to collect the data through the use of a questionnaire. The data collected was analyzed and interpreted. The researcher was able to come up with the following findings.

1. That there is actually a high rate of juvenile delinquency in some secondary Schools in Umuahia South Local Government Area.
2. That illiterate and uneducated parents breed more delinquents.
3. That some children become delinquent because of the influence of their peers.
4. That the unethical behaviour of some parents and other adults affects the behaviour of a child.

5.3 Discussion of Findings

The result of hypothesis 1 which states that there is no significant difference between the opinion of teachers and students about a high rate of juvenile delinquency in some Secondary Schools. The hypothesis was accepted as shown in table 4.1(C).

The findings that there is a high rate of juvenile delinquents in some Secondary Schools in Umuahia South Local Government Area Abia State. The above results agree with the views of R.J. Havighurst and D.U. Levine (1985) who state that one of the most serious problems confronting many schools is violence on a high rate among students in Secondary Schools.

Hypothesis 11 states that there is no significant difference between the opinion of teachers and students as to whether illiterate and uneducated parents breed more delinquents. From the analysis of data shown in table 4.2(c), the hypothesis was accepted. The researcher found out that illiterate and uneducated parents breed more delinquents in some Secondary Schools in Umuahia South Local Government Area Abia State. This finding is in line with Cervants L.F (1979) contribution who said that, the young people have a history of academic failure, dislike for school (fear of school), because of poor home conditions and personal social, and other emotional problems.

Hypothesis 111. The findings of the researcher on this hypothesis was that children become delinquent because of the influence of their peers. This hypothesis states that there is no significant difference between teachers and students as to whether some children become delinquents because of influence from their peers. The above finding on the hypothesis is based on the data shown in table 4.3 (c) was accepted. This finding agrees with the statement made by Shertzer and Stone (1980), that the evidence of widespread abuse of alcohol among adolescents is caused by their peers.

Hypothesis 1V. The researcher's finding on hypothesis 1V was that unethical behaviour of some parents and other adults affect the behaviour of a child in Secondary Schools in Umuahia South Local Government Area. The hypothesis states that there is no significant difference between the opinions of teachers and students as to whether unethical behaviour of some parent and adults affect the behaviours of a child. This hypothesis was accepted as shown in the data analysis in table 4.4(c).

This finding agrees with Havighurst (1985) who maintains that the causes of delinquent behaviour have been attributed to lack of good models, inadequate parents, and some loose adults.

5.4 Educational Implications of the Study

Based on the results of the data analysis, it was observed that there was no significant difference that existed among the hypotheses.

1. The result of hypothesis 1 has shown that there is a high rate of juvenile delinquency in Umuahia South Secondary Schools. This implies that the state government together with principals require more attention to schools as to help reduce the high rate of juvenile delinquency among the students.
2. Both the teachers and students share the view that unethical behaviour of some parents and other adults affect the behaviour of a child. This called for the need of parents and other adults to stop some of their misbehaviours that are misleading the youth in our Secondary Schools.
3. Also the study reveals that the influence of peers can make children become delinquent. Its implications are that both parents and teachers should endeavor to educate Secondary School students on the type of friend to keep.
4. Lastly, the study shown that illiterate and uneducated parents breed more delinquents. This reflects a need of the state government to provide more adult schools as to help reduced having more delinquents in the society.

5.5 Limitations of the Study

Every possible effort was made by the researcher to avoid the factors that might affect the results of the research; this notwithstanding the researcher had some limitations.

Time: The time factor is a great constraint to the researcher as she had barely two months to do this work.

Finance: In addition, financial constraint is another factor which limited the scope of the study.

Reference Material: Reference material on this line of research is very scanty and so constitute another area of limitation.

Transportation: The local roads to some of the schools were so bad that made it very difficult for the researcher to distribute the questionnaires. The researcher therefore craves the support for further research on the same topic and area in order to provide a term of comparison and validity for the results and findings of this venture.

5.6 Recommendations

1. Students need guidance and counseling as a solution to social, vocational, personal, and educational problems. Lack of sense of direction among students push them into various maladjustments and misbehaviours. Counseling directs students to the right type of peer group to keep and furnishes them with information relating to the solutions of their various problems.
2. There has been no follow-up exercises in the schools. When the students leave school, nothing about them is known again. They should be contacted after leaving school in the following year to know what progress they are making. The details of how many dropped as a result of failure, financial handicap, or ill-health, how many are repeating and where, how many have chosen a vocation, why, what type and where, should be kept by the school.
3. There should be a total war on poverty by attempting at a national level to bridge the big gap existing between the rich and the poor.
4. There should be police-school systems and school-police liaison policy in schools.
5. There should be a delinquency court with only delinquent experts presiding.
6. Good conduct for the students especially the Day students be taken care of by counseling services. Strict regimentation for boarding students should be consistently maintained. Well-behaved students should be rewarded.
7. The students themselves should be involved in prevention and control of delinquency.
8. Continuous evaluation of all ameliorative efforts will be of great help.

5.7 Suggestion for Further Studies

Much has been said about a survey of causes, effects and remedy of juvenile delinquency in selected Secondary Schools in Umuahia South Local Government Area Abia State. Apparently, the researcher cannot vehemently conclude that all the research work on this has been done because of the limited time factor. Based on the above statement, the researcher therefore craves the support for further research on the same topic and area in order to provide a term of comparison and validity for the results and finding of this research work. Also, at this juncture, the researcher suggests that a long period of time should be given for the study.

5.8 Conclusion

The challenge posed by the delinquency among our secondary school youths to the society and as a threat to our educational aims and objectives is no more the concern of only the parents and teachers, but that of the entire Nigerian society. According to the findings of this survey, the present methods of attacking the problem which are verbal, written, and forceful disciplinary measure, with the wrong personnel have contributed to the heightened magnitude of the problems rather than reduce the trend.

The study has also revealed the imperative necessity to rescue the youth from this dilemma and consequently better the future of our educational goals and the society.

The recommendations that follow in this work if implemented are envisaged to provide to be beneficially considerable length, a noticeable reduction of the rate of occurrence and effects of juvenile delinquency in our secondary schools.

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