

Full Length Research

Impact Of Delinquent Behaviours On Academic Performance Of Secondary School Students In Mathematics And English Language in North West Nigeria

Vintenaba S, S.¹, Ndididi E, E.¹, Harry A, M¹ and Kennedy O, A.².

¹Faculty of Education, Federal University Wukari, Taraba State, Nigeria.
+2347036423856, +2348169105654 and +2347036070890

²Faculty of Education, Department of Educational Management, University of Benin,
Benin City, Nigeria +2348032431469

Corresponding Authors E-mail: Vinte20104real@yahoo.com, ekennandidi@gmail.com and atabor@fuwukari.edu.ng

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The research study was carried out in northwest Nigeria to determine the impact of delinquent behaviours on the academic performances of secondary school students in Mathematics and English Language. Stratified random sampling technique was used to collect data from both staff, parents, school administrators and students using 240 structured questionnaires. The questionnaires were split into sections for students, parents, teachers and school administrators. Responses gathered were analyzed using both descriptive and inferential statistics. The study identified that majority of the children who were found to be delinquent lost either of their parents, parents were separated or divorced, or where cordial relationship between parents and children does not exist. 37.5% of the respondents constituting greater percentage had partial cordial relationship with their parents, 4.2% respondents had no cordial relationship with their parents and teachers and 16.7% were undecided of whether their relationships with parents and teachers were cordial. From the results, it was found out that truancy (33.8%) in schools is the most serious delinquent behaviour among students which affected tremendously their academic performances in Maths and English. This is because once a class is missed by a student, it can hardly be recovered and English and Maths are such subjects that must be taught every day. In the results, it was discovered that delinquency influenced academic achievements of students significantly. The inferential statistics was statistically significant using ANOVA ($F [3, 68] = 10.225$, $p = <.001$), the adjusted $R^2 = 0.280$ ($p = <.001$), and a high effect size ($f^2 = 0.451$) to determine the impact of delinquent behaviours on students performances in Maths and English. It can be concluded that delinquent behaviour of students resulted from broken homes lack of cordial relationship between parents and students, lack of good child up-bringing, indiscipline and lack of satisfaction of students material needs particularly needs for food, clothing and money. The research recommended that, Parents should be educated on good harmonious relationship, sympathy on the side of the teachers when enforcing discipline to children, social organizations, and government should contribute in addressing delinquent behaviours among children.

Keywords: Impact, Delinquent Behaviours, Academic Performance, Secondary School Students,

INTRODUCTION

Delinquency is a term used to describe breaking of laws of a particular country, organization etc. Delinquency is the failure of personal and social control. The behavior consequent to the failure of personal and social system to produce behavior in conformity with the norms of the social system to which legal penalties are attached. A certain act can make a child delinquent in one country but not in another. Most children and adults break laws if the personal need or the environmental stresses are sufficiently strong. Some give way more easily than others. Many children show behaviour closely comparable to that of the delinquent which does not conflict with the law. In other words delinquency is part of the wider field of behaviour including lying, breaking faith and gross selfishness (Williams,2008).He found out that among boys the most frequent offences were stealing and persistent truancy (either from home or school). And in girls, sexuality, stealing, and being beyond control. The condition associated with delinquency, are: - Defective home discipline, Specific instincts, General emotional instability, Family history of anti-social vices or crime, Intellectual dullness and backwardness in school subjects.

The delinquent behaviors of children or adolescents is perhaps one of the subject that have received or attracted the attention of many people from all works of life, and from all parts of human endeavor. Parents, churches, groups, businessmen, industrialists, educational leaders, community councils, social scientists (politicians, sociologists, economists, anthropologists and psychologists) and many others, made their contributions on ways to addressing delinquency among adolescents (Bambaye,2007).He further added that a number of theories on delinquent causation equally abound. The reaction by many on this issue may be attributed to the importance attached to the youths as being the leaders of tomorrow. However, we cannot rule out the fact that pleasure or enjoyment is a contributory factor to delinquent behaviours in schools and homes (Mofar, 2013).He also observed that the general public enjoys learning about delinquency in both factual and fictional forms. Even psychological or sociological discussions on delinquency could probably receive quite high rating for general academic interests of students. Almost all contributors on delinquency seem to agree with the fact that the term delinquency is complex and difficult to define, for it is a relative term, in that it depends on time and place (Bambaye, 2007).What is considered as delinquency in one society may not be in another, and even within a particular society, the law may change from one year to the next and may become lately transformed within a few generations and the definition of delinquency by a psychologist for instance may be different from that of a sociologist or a lawyer he added.

Mofar (2013) believed that being classified as a juvenile delinquent child depends on many things other than actual conduct. It depends on 'chance' discretion and public opinion towards a particular act or behavior. It is viewed differently by different people and at different times because, crimes allowed or permissible in one society may not be allowed in another. If a person young or old interferes with the rights of others, causes damage to certain peoples properties, violates sex codes and interferes with the life of another person such an individual is considered delinquent. This definition implies that behavior is considered delinquency when it is against another person or group of persons. It can be noted too that delinquency is a socially derived term, for person cannot be delinquent if he is socially isolated. A society that has no rules governing behavior will have no delinquency. It is against this backdrop that this study answered the following research questions

Research Question 1: What is the degree of correlation between delinquent attributes and academic achievement of students on grades in English Language?

Research Question 2: What is the degree of correlation between delinquent attributes and academic achievement of students on grades in Mathematics?

Research Question 3: What is the impact of delinquent behaviour on the academic performance of students of secondary schools in Northwestern?.

Research Question 4: What are the causes of delinquent behaviours among secondary school students?

Research Hypotheses

H1₀: There is no statistically significant correlation between delinquent attributes and academic achievement and English grades.

H1_A: There is a statistically significant correlation between delinquent attributes and academic achievement and English grades.

H2₀: There is no statistically significant correlation between delinquent attributes and academic achievement and math grades.

H2_A: There is a statistically significant correlation between delinquent attributes and academic achievement and math grades.

Ho: There is no significant relationship between Children

who came from broken homes and delinquent behaviours.

Ho: There is no significant relationship between homes where faulty discipline is exhibited (too strict or loose is applied) and delinquency

Ho: There is no significant relationship between homes where parents doesn't satisfy children material needs of food, clothing, money and delinquent behaviours.

Ho: There is no significant relationship between polygamous families or homes and delinquent behaviours

Objectives of the Study

Every human action in a considerable extent is purposeful. This research is not without a purpose too. The objectives of the study are:

1. To identify the level of delinquent behaviors of secondary school students in Northwest Nigeria.
2. To identify whether there is a relationship between delinquent behavior and students' academic achievement.
3. To find out the impact of delinquent behaviour on the academic performance of students of secondary schools in Northwestern part of the country.
4. To determine the causes of delinquent behaviours among secondary school students

Statement of the Research Problem

Most students of Nigerian Secondary Schools exhibit delinquent behavioral characteristics such as truancy, theft, sex offences or rape, running away from parents, disobedience, drinking alcohol and other hard drugs which are injurious to health. The rate at which these behaviours increases in schools and the seriousness and complexity of the problem compounded by the behaviours is alarming and raises curiosity by the society. It makes one to wonder, to speculate and to ask various questions as to why these attributes are escalating on daily basis. The question that readily comes to mind is:

"Who is to be blamed?" In other words, what are the reasons or causal variables (why the delinquency acts in students). In an attempt to answer the above questions, one is still exposed to many other variables which in themselves raise further questions. The researchers wonder whether the guilt rests entirely or even largely on the shoulders of the social individuals, parents or teachers. If it does not, can the cause of such behaviours be located? So that the problem can be dealt

with more effectively or its source. Why is there so much delinquency among the secondary school students at the present time in the area of study? Can it be that such Students' behaviour is rooted in the cumulative effect of the educational practices that have been associated with the child's behaviour at home and in school? Does delinquent behaviours result from a possible over-emphasis upon the right the stimulated initiatives and the unguided freedom of the individuals? Is it possible then that some children in advertently have been trained by parents to develop tendencies toward delinquent behaviours?

The central control theme of the problem which the researcher investigated to consider and revolve three issues such as, what exactly are the causes of delinquent behaviours? Could these problems be solved or at least reduced to the barest minimum? How could these problems be solved?

Significance of the Study

According to crow (2004) whichever way one looks at delinquency, "it is one of the most serious problems with which present day society is confronted". There is no doubt that delinquency as pointed by crow is a serious problem to the society. In fact it is not only a social problem but also a personal problem. It is personal because it poses a serious threat to the life of the students concerned and a social problem in that it affects the proper functioning of the school, the community and the society at large. To the society, we know that no organized society can long prevail if it allows the unlawful activities of individuals or gangs to go on un-controlled. The society is too slowly in becoming aware of the seriousness and complexity of the problem of Juvenile delinquency, like adult crime is a civil disease. The war against it can be completed victoriously, but we must constantly strive to improve our situation". This observation made by William in America long ago concerning the seriousness and breath of the problem of delinquency is becoming a reality in Nigeria and the study area in particular. This therefore testifies to the need or necessity for undertaking a study of this nature towards seeking workable solution. As such a study of this nature especially is a country that is striving towards development is of great significance. Delinquent behavior of students is not only problem to the society and the school but also to the child himself. The fact that most of them show a history of dislike of school, there is very likely hood that they would be truants, and a truant except on rare cases hardly have a brighter future. The research will undoubtedly serve as Sources of documents to teachers, parents, administrators, scholars, religious teachers, or organizations, and all those concerned with the welfare and education of young people in Nigeria particularly in the study area. it

will as well serve as a reference material to future researchers who may wish to conduct research on delinquency.

Scope and Limitation of the Study

The research is confined to the government secondary schools in Northwestern part of Nigeria. The main issues of interest were the types of delinquencies, characteristics of delinquent students in the schools as well as the causes and effects of delinquency. The main causal variables and the possible ways of solving or at least reducing the menace to the barest minimum were explored. The research had the following limitations; there was lack of adequate and vital figures or statistics (records) about delinquent students at schools, the principals, teachers, parents and students were willing to give data or provide information about themselves, their schools and homes but because of fear of suspicious and stigmatization, many declined. Another serious limitation of the research was the sample used. But it was practically possible because the researcher devoted huge amount of resources so as to use a very large sample size in order to minimize sampling biasness resulting from lack of adequate representation.

METHODOLOGY

Description of Northwestern Nigeria

The present day Northwestern Nigeria was an autonomous division within Nigeria, distinctly different from the southern part of the country, with independent customs, foreign relations and security structures. In 1962 it acquired the territory of the British Northern Cameroons, which voted to become a province within Northwestern Nigeria. In 1967, Northern Nigeria was divided into the North-Eastern State, North-Western State, Kano State, Kaduna State, Kwara State, and the Benue-Plateau State, each with its own Governor

The great savannah belt of the Great Plains of Hausa land dominates much of the rest of the province. This region experiences rainfall between 20 and 60 inches (508 and 1,524 mm) per year. The savannah zone's three categories are Guinean forest-savanna mosaic, Sudan savannah, and Sahel savannah. Guinean forest-savanna mosaic is plains of tall grass which are interrupted by trees. Sudan savannah is similar but with shorter grasses and shorter trees. Sahel savannah consists of patches of grass and sand, found in the northeast. In the Sahel region, rain is less than 20 inches (508 mm) per year and the Sahara Desert is encroaching. In the dry north-east corner of the country lies Lake Chad, which Northern Nigeria shares

with Niger, Chad and Cameroon (Ibrahim, 2003) Northern Nigeria was divided into thirteen provinces: Bauchi, Benue, Borno, Kano, Katsina, Plateau, Sardauna, Niger, Adamawa, Zaria, Sokoto, Kabba and Ilorin.

Kano, the largest of the provinces in terms of population and economy, is in the North-Central part of the country. The Kano Native Authority, an offshoot of the fula Kano Emirate, inherited the ancient trade industries that fuelled the trans-Saharan trade with North Africa. The Province of Zaria is home to the City of Kaduna, an autonomous capital city that serves as the nation's capital and home to its national institutions (Ibrahim, 2003).

Groundnut and cotton industries in the province of Kano provided the main source of revenue for Northern Nigeria. Tin mining in the Province of Plateau, Steel mining in the Province of Benue, and other metal industries in the Province of Sokoto, built up the diverse mining industry of the region. Cement industries in Sokoto and Bauchi and leather processing industries in Kano constituted the main manufacturing sector (Ibrahim, 2003).

Data Collection Procedure

Data for the research were collected with 240-item questionnaires. Three techniques were employed to obtain data needed for the research. The techniques were interview, questionnaires and observation.

Data Analysis

The findings of the study were collated, tabulated and analyzed using frequency distribution count, percentages and ranking. Various responses of the students, administrators and parents were succinctly subjected to analysis using ex post facto quantitative study which sought to determine if the independent (predictor) variables of delinquent attributes (academic self-concept, mental health, grit, and self-esteem) and academic achievement (standardized testing in math and verbal) related to the dependent (criterion) variable of academic outcomes measured by students' grades in English and mathematics among students. Multiple regression analysis uses predictor variables to describe the variance or relationship with a criterion variable. Backward multiple regression was used after meeting all assumptions, which allowed the construction of a model for the best fit (Garson, 2014). The results may be useful to improve educational programming for delinquents. Correlation and multiple regression analysis were used to ascertain the relationship, if any, of many independent variables with a single dependent variable (Creswell, 2012).

RESULTS AND DISCUSSION

Table 1: Distribution of the Respondents According to Relationship with Parents

Mode of relationship	Frequency	(%)
Very cordial	29	12.1%
Cordial	71	29.6%
Partially cordial	90	37.5%
Not cordial	10	4.2%
Can't say	40	16.7%
TOTAL	240	100

Source: Field Survey, 2015

Table 1 showed that 12.1% respondents have very cordial relationship with their parents, 29.6% respondents have cordial relationship with their parents, 37.5% of the respondents constituting greater percentage had partial cordial relationship with their parents, 4.2% respondents had No cordial relationship with their parents and teachers and 16.7% were

undecided of whether their relationships with parents and teachers were cordial. From the foregoing it is apparent that majority of the respondents maintain a partially harmonious co-existence with their parents as such they suffer neglect and consequently becomes delinquent in behaviour

Table 2: Distribution of the Respondents According to Behavioral Tendencies of Students

Behavioral tendency	Frequency	(%)	Ranking
Theft (stealing)	31	12.9%	5
Drinking or smoking	55	22.9%	2
Truancy	81	33.8%	1
Absenteeism	33	13.8%	4
Injury to others	40	16.7%	3
TOTAL	240	100	

Source: Field Survey, 2015

Table 2 is an indication of the delinquent behavioral tendencies of students to which 12.9% respondents which ranked 5th agreed that stealing is one of the most serious delinquent behaviours among students, 22.9% respondents pointed out drinking and smoking as the behavioral tendency of students which ranked 2nd, 33.8% respondents constituting greater percentage were of the opinion that truancy is the topmost behaviour of the delinquent students and ranked 1st while 13.8 and 16.7% respectively supported that absenteeism and injury to others constituted the delinquent behaviours of students and ranked 4th and 3rd respectively. It is evident from the results that truancy (33.8%) in schools is the most

serious delinquent behaviour among students which affects tremendously their academic performances in Maths and English. This is because once a class is missed by a student, it can hardly be recovered and English and Maths are such subjects that must be taught every day. Most of the respondents supported that delinquency occurred as a result of either broken homes where parents do not have time for their wards or where parents are not in peaceful co-existence with their children. Additionally, satisfaction of material needs to the school pupils such as food, shelter, clothing and money will go a long way in tackling the problem of child delinquency in schools.

Table 3: ANOVA: Math Grades After Three Weeks Linear Regression

Model	Sum of squares	df	Mean square	F	p
Regression	68.730	3	22.910	7.879	<.001
Residual	197.714	68	2.908		
Total	266.444	71			

Math multiple regression analysis

Since all assumptions for multiple regression were met, a backward approach was used to construct a model for multiple regression analysis of academic achievement and delinquent attributes on Mathematics grades after three weeks. ANOVA results (Table 3 above) indicated the model was a significant predictor of math grades, $F(3,68) = 7.879$, $p = <.001$, meaning one can conclude the results were not by chance.

Multiple regression analysis was used to test if delinquent attributes and academic factors significantly predicted students' grades after three weeks in math. All assumptions were met. The results of the regression indicated the three predictors explained 22.5% of the variance ($R = 0.508$, adjusted $R^2 = .225$, $F[3,68] = 7.879$, $p = <.001$).

When math grades after three weeks were predicted, BASI verbal standardized score ($\beta = 0.047$, $b = 0.314$, $p = .004$), social self-esteem ($\beta = 0.050$, $b = 0.386$, $p = <.001$) and prosocial ($\beta = 0.259$, $b = 0.255$, $p = .022$) were significant predictors (Table 3). The partial correlations revealed each variable provided a

unique value for the model: BASI verbal ($r = 0.309$, $p = .004$), social self-esteem ($r = 0.372$, $p = <.001$), and prosocial ($r = 0.245$, $p = .022$). Unstandardized coefficients can be used to build a predictive model.

The final predictive model, derived from Table 3, was Math Grade—3 wks = $-7.366 + (0.047 \cdot \text{BASI SS R}) + (0.050 \cdot \text{Soc. SE}) + (0.259 \cdot \text{Pro.})$.

After including all predictor variables, three variables produced the strongest model, as shown in Table 3. One predictor, BASI SS math, confounded other variables and was removed. Standardized test scores for verbal as measured by BASI (BASI SS R), social self-esteem (SSE), and Strengths and Difficulties Questionnaire—Prosocial (SDQ—PRO) were significant. Standardized coefficients showed all three variables had significance from 0.255 to 0.386. Grit, math academic self-concept, state self-esteem, and math ability were not statistically significant. Other variables which did not show significance were BASI Math Computation and BASI Math Application

Table 4: Coefficients: Math Grades After Three Weeks Linear Regression

Model	Unstand	SE	Stand.	T	p	95% CI		Collinearity statistics	
						Lower	Upper	Tolerance	VIF
1 (Intercept)	-7.366	1.994		-3.695	<.001	-	-3.388		
SDQ—PRO	0.259	0.111	0.255	2.344	0.022	0.038	0.479	0.923	1.083
SSE	0.050	0.014	0.386	3.562	<.001	0.022	0.078	0.930	1.075
B SS R	0.047	0.016	0.314	2.962	0.004	0.015	0.079	0.972	1.029

Note. Unstand. = unstandardized; SE = standard error; Stand. = standardized; CI = confidence interval; SDQ-PRO = Strengths & Difficulties Prosocial; SSE = social self-esteem; B SS R = BASI standardized score for verbal.

The best predictors for grades in math were standardized scores in verbal, social self-esteem, and prosocial skills. For the model, the results were statistically significant (<0.001) and each predictor variable showed adequate alpha levels as well. The model explained 22.5% of variation in students' grades in mathematics for first-time delinquents (adjusted

$R^2 = 0.225$).

Power analysis examined if effect size and sample size were adequate. Using Soper's (2019) calculator, the multiple regression analysis was found to be adequate ($R^2 = 0.258$, $f^2 = 0.348$, power = 0.8, 3 dependent variables, $p = .05$, sample size needed = 35). The effect size of Cohen's $f^2 = 0.348$ suggested a

moderate to high effect and sufficient size. G*Power 3 was used for post hoc testing of power (Lang, 2009). Power was computed to be 0.9904, which was high non centrality parameter $\lambda = 25.9273$; F -crit = 2.7395;

numerator $df = 3$; denominator $df = 68$). The conclusion was power was high, and the results can be considered robust

Table 5 : ANOVA: Language Arts Grades After Three Weeks Linear Regression

Model	Sum of squares	df	Mean square	F	p
Regression	87.402	3	29.134	10.225	<.001
Residual	193.761	68	2.849		
Total	281.163	71			

English multiple regression analysis

Similar to the math multiple regression model, all assumptions were met, and using a backward approach, a multiple regression model was constructed. The predictor variables were academic achievement and delinquent attributes regressed on English grades at the three-week mark. ANOVA results, shown in Table 5, indicated the model was a significant predictor of English grades, $F(3,68) = 10.225$, $p = <.001$, meaning one can conclude the results were not by chance.

Multiple regression analysis was used to test if delinquent and academic factors significantly predicted students' grades after three weeks in English. All assumptions were met. The results of the regression analysis indicated the three predictors explained 28.0% of the variance ($R = .558$, adjusted $R^2 = .280$, $F[3,68] = 10.225$, $p = <.001$). When English grades after three weeks were predicted, the BASI verbal standardized score ($\beta = 0.056$, $b = .360$, $p = <.001$), social self-esteem ($\beta = 0.041$, $b = .312$, $p = .004$) and prosocial ($\beta = 0.375$, $b = .359$, $p = .001$) were found to be

significant predictors. The partial correlations revealed each variable provided a unique value for the model: BASI verbal ($r = 0.355$, $p = <.001$), social self-esteem ($r = 0.301$, $p = .004$), and prosocial ($r = 0.345$, $p = <.001$). The overall model fit was adjusted $R^2 = 0.280$. Unstandardized coefficients can be used to build a predictive model. The final predictive model, developed from Table 5, was $LA\ Grade-3\ wks = -8.046 + (0.056 \cdot BASI\ SS\ R) + (0.041 \cdot Soc.\ SE) + (0.375 \cdot Pro.)$.

With English grades at three weeks as the criterion variable, standardized test scores for verbal as measured by BASI (BASI SS R), social self-esteem (SSE), and Strengths and Difficulties Questionnaire–Prosocial (SDQ–PRO) were statistically significant as predictor variables. Prosocial and reading accounted for most of the standardized correlation. As with math grades, grit, math academic self-concept, state self-esteem, and math ability were not shown to be statistically significant. The values are shown in Table 5.

Table 6 : Coefficients: Language Arts Grades after Three Weeks Linear Regression

Model	Unstand.	SE	Stand.	t	P	95% CI		Co linearity statistics	
						Lower	Upper	Tolerance	VIF
1 (Intercept)	-8.046	1.973	-4.077	<.001	-11.985	-4.108			
SDQ–	0.375	0.109	0.359	3.427	0.001	0.157	0.593	0.923	1.083
PROSSE	0.041	0.014	0.312	2.990	0.004		0.069	0.930	1.075
0.016	0.360	3.523	<.001	0.088	0.972	1.029			B SS R 0.056

Note. Unstand. = unstandardized; SE = standard error; Stand. = standardized; CI = confidence interval; SDQ–PRO = Strengths and Difficulties Questionnaire–Prosocial; SSE = social self-esteem; B SS R = BASI standardized scores for verbal.

As in math, the best predictors for grades in English were standardized scores in verbal, social self-esteem, and prosocial skills. Each independent variable had statistical significance, as well as the entire model. The model explained 28.0% of variation in students' grades in English for first-time- delinquents (adjusted $R^2 = 0.280$). Soper's (2019) calculator was used to conduct power analysis. The model was found to have adequate power ($R^2 = 0.311$, $f^2 = 0.451$, power = 0.8, 3 dependent variables, $p = .05$, sample size needed = 28). The effect size of Cohen's $f^2 = 0.451$ suggested the findings have a high effect and sufficient size. G*Power 3 was also used for post hoc testing of power (Faul et al., 2009). Power was computed to be 0.9986, which was high (non-centrality parameter $\lambda = 33.4172$; F -crit = 2.7395; numerator $df = 3$; denominator $df = 68$). The conclusion was power was high, and the results can be considered robust.

The results of the research questions for correlation with students' grades found similar predictor variables. Reading skills, social self-esteem, and prosocial skills predicted math and English grades. In the results for the first question for language arts grades, the proposed model was statistically significant using ANOVA ($F[3,68] = 10.225$, $p = <.001$), the adjusted $R^2 = 0.280$ ($p = <.001$), and a high effect size ($f^2 = 0.451$). For the second research question for mathematics grades, the proposed model was statistically significant using ANOVA ($F[3,68] = 7.879$, $p = <.001$), adjusted $R^2 = 0.225$ ($p = <.001$), and a moderate to high effect size ($f^2 = 0.348$). Power was adequate for both studies. In the present study, reading comprehension mattered as much as being socially mature and demonstrating prosocial skills. Essentially, student success depended on being able to listen, read, and comprehend, and the youths refrained from behavioral problems and attempted to be pleasing to others.

CONCLUSION

The research study was conducted to assess the impact of delinquent behaviours on academic performance of secondary school students on Maths and English in Northwest Nigeria. The research study discovered that delinquent behaviours of students in the area included telling lies, stealing, sex offences, drinking or smoking, destructive acts, truancy, absenteeism and lateness to school. The causes of these behaviours were found out by the researchers to be failure of the schools, homes and the society to socialize the children. The major or most significant factors discovered to have been proliferating the menace included broken homes where parents are divorced or separated, also lack of cordial relationships between parents and their children promoted

delinquencies among students. Lack of adequate discipline, (too loose or too harsh) both at home and in schools made many of the affected students to go viral in the area. In the context of this research, the following were the major causal variables or factors, regimentation of student in oversize classes with the result that teachers cannot control and teach the students effectively, lack of adequate and qualified staff, inadequate school facilities and equipment, peer-group influences whereby students are being persuaded by their friends to participate or do something unfamiliar or strange against the dictates of schools or homes, lack of programmes that cater for students individual clubs, societies and crafts etc. bad examples by teachers particularly love making, drinking, smoking, absenteeism and unpunctuality paved ways for delinquent behaviours among students.

RECOMMENDATIONS

It is helpful to give the following suggestions to assist in proffering solutions to the problems of this nature.

1. Parents, teachers, social organizations, police and governments should play their roles of good child upbringing.
2. Parents should play their role of proper parenting and early socialization of the children. To this direction parents need to show more concern and attention to their children's welfare without showing undue emotional involvement that is they should give affection, love and security to their children at home.
3. The child needs the identification or support or encouragement and acceptance by his parents, elders, school administrators and the society at large. Where this fails, a child may look for an alternative outside and the consequences will most likely be negative.
4. There should be adequate provision of primary or material needs of food, clothing, shelter and money to students both at home and outside.
5. Parents should monitor the friends of their children to ensure that bad friends are avoided by their children. Teachers for instance are placed in a good position to educate parents on how to ensure proper child development by paying attention to the factors related to delinquency at home which are likely to impact students' academic performances negatively.

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