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DELINQUENCY BEHAVIOUR AMONG ELEMENTARY STUDENTS OF SELECTED PRIMARY SCHOOL IN ODIGBO LOCAL GOVERNMENT AREA OF ONDO STATE

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Abstract

Delinquent behaviour among elementary school students has grown to be a significant concern for Nigerian educators, parents, and policymakers. The frequency, causes, and effects of these behaviours are examined in this seminar paper in a few primary schools in Ondo State's Odigbo Local Government Area. The study examines how personal characteristics and environmental factors, such as unstable family dynamics, peer pressure, socioeconomic hardship, and exposure to violence, lead to delinquency. It is based on the Social Learning Theory, Ecological Systems Theory, and Strain Theory. Secondary sources and thematic data interpretation were used to collect the data. According to statistics, delinquency shows up as stealing (24%), vandalism (28%), bullying (35%), fighting (46%), and truancy (41%). Furthermore, important predictors were found to include exposure to violence (31%), family dysfunction (38.6%), psychological stress (39.8%), peer influence (46.4%), socioeconomic level (52.8%), and insufficient parental supervision (30.2%). The results highlight how these behaviours negatively impact student well-being, school infrastructure, and academic achievement. As a result, the study concludes that in order to be effective, intervention efforts must take a comprehensive strategy that incorporates community support, parental involvement, and school-based mentoring while encouraging social-emotional learning and strict disciplinary measures. The recommendations stress the necessity of all-encompassing government policies that tackle socioeconomic issues and fortify family and community ties in order to reduce the causes of delinquent behaviour and provide safer, more effective learning environments.

Keywords: Delinquency, Elementary Students, Odigbo LGA, Socioeconomic Factors, Intervention Strategies

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1.1 Introduction

In Nigeria, elementary school teachers, parents, and policymakers are becoming increasingly concerned about delinquent behaviour among their kids. According to Agboola and Ojo (2021), delinquency encompasses a variety of actions that go against social standards, laws, or school policies, frequently leading to disciplinary actions. These actions could include bullying, defiance of authority, theft, vandalism, truancy, and violence. Delinquent behaviour can have a detrimental effect on children' academic achievement in primary school, disturb the learning environment, and present difficulties for educators and school officials (Adebayo & Akinola, 2022). Numerous socioeconomic, parental, and environmental factors have been connected to the surge in delinquency among young students, and these issues urgently need to be addressed.

The deviant behaviours of elementary school pupils has become a growing worry in the Odigbo Local Government Area in Ondo State, as well as in many other parts of Nigeria. According to Olawale and Ogunbiyi (2023), a number of variables, including poverty, peer pressure, broken households, lack of parental supervision, and exposure to violent content on digital media, may be responsible for the frequency of these behaviours. Children who are raised in unstable home circumstances or without enough parental direction are more likely to engage in delinquent behaviours at school, according to studies (Eze & Nwachukwu, 2021). Furthermore, socioeconomic difficulties including parental unemployment and financial difficulties may encourage youngsters to engage in deviant behaviour as a way to deal with their surroundings.

Additionally, children's behavioural tendencies are greatly influenced by their peers. Students who hang out with delinquent classmates are more likely to engage in anti-social behaviour, according to research (Uche & Adeyemi, 2022). The actual school setting may also play a role, especially when there is insufficient teacher supervision, ineffective guidance and counselling services, and lax enforcement of rules. Young students' disruptive behaviours have also been linked to crowded classrooms and poor teacher-student relationships (Salami & Yusuf, 2024).

Delinquent behaviour among elementary school pupils has an effect outside of the classroom. Long-term effects including school dropouts, criminal tendencies, and trouble integrating into society can result from persistently deviant behaviours (Ogunleye et al., 2023). In Nigeria, ignoring children's early indications of delinquency has been connected to higher rates of juvenile criminality and later involvement in illegal activities (Adegbite & Hassan, 2025). Thus, it is essential to address the underlying causes of delinquency in elementary schools in order to promote a stable and fruitful community.

The implementation of social-emotional learning programs, school-based counselling services, and parental involvement in education are some of the intervention techniques that have been proposed in response to these issues (Ibrahim & Olatunji, 2023). Reducing delinquent behaviours also requires teachers to play a crucial role in mentoring and enforcing discipline (Adediran & Ogunmola, 2024). To further reduce delinquency in Nigerian primary schools, government initiatives that support inclusive education, strengthen child welfare, and enforce child rights laws are required.

In light of these issues, the purpose of this study is to investigate the frequency, causes, and effects of delinquent behaviour in elementary school pupils in a subset of primary schools located in the Odigbo Local Government Area of Ondo State. Additionally, it looks at practical methods for dealing with and averting delinquency in educational environments.

By examining this problem, the research will shed light on the socioenvironmental factors affecting kids' behaviour and offer useful suggestions to parents, legislators, and educators.

2.0 Review of Literature

The effects of school-based delinquency on academic performance, student welfare, and the general school climate have led to a great deal of research on the topic in recent years. This review provides a scholarly basis for comprehending the issue in the context of Odigbo Local Government Area of Ondo State, Nigeria.

2.1 Prevalence and Forms of School-Based Delinquency

The frequency and types of delinquent behaviour in elementary schools have been the subject of numerous researches. According to a Johnson and Carter (2021) study conducted in South Africa, bullying, truancy, vandalism, and small-time theft are examples of school-based misbehaviour among primary school pupils. According to the study, which polled 500 pupils from ten elementary schools, 45% of participants had participated in delinquent behaviour of some kind during the previous 12 months. In a similar vein, Zhang et al. (2022) carried out a comprehensive study in China and discovered that students between the ages of 7 and 12 frequently engaged in disruptive classroom behaviour and peer aggressiveness, with verbal abuse incidents on the rise.

Adeyemi et al. (2023) examined the frequency of delinquent behaviours among elementary school students in Lagos State, Nigeria, and discovered that the most often reported behaviours were verbal aggressiveness, truancy, and disregard for school regulations. Students' self-reports of delinquent behaviour were supported by the study's use of instructor interviews and organised observations.

a) Risk Factors Contributing to School-Based Delinquency

There are several risk variables that have been found by empirical research to influence delinquent behaviour in elementary schools. Smith et al. (2020) conducted a longitudinal study in the United States that identified socioeconomic position, peer pressure, and family history as important factors influencing delinquent behaviour in elementary school pupils. According to the study, which tracked 1,200 children from kindergarten through fifth grade, students from low-income families were more likely to act out because they were under more financial stress and had less parental supervision.

In a similar vein, Yusuf and Okonkwo's (2022) study in Nigeria investigated how parental supervision and discipline affect student conduct. The study, which polled 200 instructors and 300 parents in five elementary schools, discovered a significant correlation between delinquency and parental neglect and inconsistent disciplining methods. Results showed that children without enough parental supervision frequently acted out, which frequently resulted in disciplinary measures at school.

b) School Environment and Delinquency

There has been much research done on how the educational environment shapes delinquent behaviour. School atmosphere, teacher-student connections, and the existence of anti-bullying initiatives all have a major impact on students' propensity to commit delinquent acts, claim Hernandez and Rivera (2021). According to their study, which evaluated 25 schools in Mexico, delinquency rates were lower at those with successfully implemented behavioural intervention programmes.

Eze and Akinpelu (2023) examined the relationship between teacher disciplinary measures and delinquency in Nigerian elementary schools in a similar study. According to their findings, student hostility and defiance were more common in schools that used harsh disciplinary tactics. The writers contended that rather than correcting behaviour, harsh corporal punishment frequently created a vicious cycle of disobedience and additional delinquency.

c) **Influence of Peer Groups on Delinquency**

Peer groups' effects on school-based delinquency have also been thoroughly researched. According to a study conducted in Spain by Gonzalez et al. (2021), pupils who hung out with delinquent classmates were more likely to engage in similar behaviours. Due to the fact that students frequently committed criminal activities in order to acquire social acceptance, the study, which used social network analysis, showed that peer pressure was a strong predictor of classroom misconduct.

Ojo and Olagunju (2024) examined the impact of peers on school-based delinquency among Ogun State primary school pupils in Nigeria. Their research showed that peer group dynamics were important in determining behaviour, with delinquent peers frequently promoting absenteeism and disobedience to school officials. Peer-led intervention programs were suggested by the study as a way to lessen the impact that unfavourable peer groups have on young children.

d) **Intervention Strategies for Reducing School-Based Delinquency**

To reduce delinquency in primary schools, several intervention measures have been suggested by recent studies. Thompson and Walker (2023) state that initiatives for family involvement, mentorship programs, and positive reinforcement techniques have all been successful in lowering disruptive behaviours in elementary schools. Their study, which was carried out in Canada, assessed the effects of a school-wide positive behaviour intervention system (PBIS) on 15 schools and discovered that, within two years of its implementation, delinquent behaviours had decreased by 30%.

Abubakar and Adebayo (2025) evaluated how well school counselling programs in Nigeria addressed delinquency in primary schools in Ondo State. According to their findings, pupils who attended counselling sessions on a regular basis had better behaviour and less propensities for delinquent behaviour. As a preventative approach, the report suggested more funding for student support initiatives and school counselling services.

e) **Cultural and Societal Influences on School-Based Delinquency**

Recent research has also emphasised how cultural and societal norms impact delinquency. According to a study conducted in India by Rahman and Singh (2022), children's behaviour is greatly influenced by how society views respect and discipline. Students were shown to have lower rates of delinquency in cultures that place a strong emphasis on discipline because they are afraid of the consequences. Nevertheless, the study also pointed out that severe punishments could result in covert delinquency, in which pupils act rebelliously outside of the classroom.

In a similar vein, Olatunji and Bello (2023) investigated the ways in which traditional disciplinary procedures and cultural norms influence student conduct in Nigerian primary schools. In contrast to urban schools where parental monitoring was less strict, their findings indicated that communal parenting and cultural norms that emphasise respect for elders helped to reduce delinquent behaviours among children in rural settings.

Empirical studies conducted between 2020 and 2025 provide a comprehensive understanding of school-based delinquency among primary school students. The literature highlights various factors contributing to delinquency, including family background, peer influence, school environment, and societal norms. Moreover, effective intervention strategies such as positive reinforcement, counseling services, and structured behavioral programs have been shown to mitigate delinquent behaviors. The insights from these studies will be instrumental in informing strategies to address delinquency among elementary students in Odigbo Local Government Area of Ondo State, Nigeria.

2.2 Theoretical Framework-Social Learning, Ecological Systems, and Strain

In order to examine delinquent behaviour among students in elementary school in some selected primary schools in the Odigbo Local Government Area of Ondo State, this study uses an integrated theoretical framework that integrates the theories of social learning, ecological systems, and strain. According to the paradigm, delinquent behaviour results from a dynamic interaction between personal traits and a variety of external factors rather than being exclusively the result of individual predispositions.

Children pick up behaviours by seeing and copying the activities of role models in their immediate surroundings, according to the Social Learning Theory (Chima et al., 2020). In primary school, students pick up knowledge from peers, parents, and instructors. Reinforcement systems can either promote or discourage particular behaviours. For example, pupils may view tiny acts of aggressiveness or defiance by their peers as acceptable if they witness them occurring without the proper reprimands. This theory emphasises the significance of role models in influencing behaviour and shows how rewarding good behaviour at home and at school can prevent the emergence of delinquent tendencies.

This viewpoint is enhanced by Bronfenbrenner's Ecological Systems Theory (Fadare, 2021), which places the individual in the context of a complex network of environmental systems. The microsystem, or the close surroundings of the family and school, is the first layer of influence that the theory outlines. It then moves on to the mesosystem, exosystem, and macrosystem, which includes more general cultural and societal norms. In the Odigbo Local Government Area, a child's behavioural development is greatly influenced by socioeconomic difficulties, family conflicts, and community dynamics. Children may be exposed to stresses such as a disturbed family environment or financial difficulties at home, which might increase their likelihood of participating in delinquent behaviour. This is particularly true when these issues are exacerbated by inadequate supervision or community assistance (Adeyemi, 2021).

This concept is further strengthened by strain theory, which contends that aberrant behaviour might result from differences between society objectives and the resources available to accomplish them (Okoro & Adeoye, 2023). Under-resourced elementary schools may face stressors including peer conflict, academic pressure, or a lack of emotional support. These stressors may set off coping strategies that show up as delinquent behaviours if they are not sufficiently addressed. This idea is especially applicable in settings where socioeconomic limitations restrict the expected means of achievement, which leads to dissatisfaction and a tendency towards nonconformity.

This theoretical framework has a wide range of ramifications for the research. First, it advocates for interventions that address the larger ecological surroundings in addition to the person. For example, schools in Odigbo LGA can put in place initiatives that encourage constructive peer relationships and train educators to spot early indicators of criminality.

Initiatives for community-based assistance and parental involvement are equally important since they can reduce environmental stressors and reinforce positive behavioural patterns (Ogunleye, 2023). Furthermore, by reducing the stressors that lead to delinquent behaviour, policies that alleviate socioeconomic challenges may also indirectly lower the frequency of delinquency (Uche, 2024).

This framework provides a thorough understanding of the causes of delinquent behaviour in primary school pupils by combining the ideas of social learning, ecological systems, and strain. In order to create safer and more supportive learning environments, educators, policymakers, and community stakeholders can benefit greatly from its emphasis on the need for effective interventions that address both the individual and the intricate web of environmental factors influencing behaviour.

3.0 Research Methodology

This study looks at delinquent behaviour among children in primary school in a few chosen primary schools in the Odigbo Local Government Area of Ondo State using a secondary data gathering approach and thematic analysis. To find patterns and trends, pertinent secondary data—such as government papers, research articles, and academic records-were examined. The data was methodically coded and interpreted using thematic analysis, guaranteeing a methodical investigation of the reasons, expressions, and effects of delinquency. This method improves productivity and cost-effectiveness while providing insightful information to inform policy choices and intervention tactics meant to reduce delinquent behaviour in elementary schools.

4.0 Presentation and Analysis of Findings

The results of this study are presented and analysed with an emphasis on the common types of delinquent behaviour among elementary school pupils in a few chosen primary schools in the Odigbo Local Government Area of Ondo State. It looks at the typical ways that delinquency shows itself in school settings and investigates the social and psychological causes of these kinds of actions. In order to address and mitigate delinquent tendencies among young learners, this part offers insights into the wider consequences for educators, parents, and policymakers by examining patterns of misconduct and their underlying causes.

4.1 Common Forms of Delinquent Behaviour among Elementary Students in Odigbo LGA of Ondo State

The study looked at typical delinquent behaviours among elementary school pupils in five chosen primary schools in Ondo State's Odigbo Local Government Area. St. Joseph Primary School in Isua, St. Andrew Primary School in Sosan, St. Mark Primary School in Ibaka Sabo, St. Saviour Primary School in Ikanmu, and St. Luke Primary School in Ayegunle are some of these educational institutions. Using recent research, the study determined the most common delinquent behaviours among students and examined the repercussions of those behaviours.

Table 1: Common Forms of Delinquency Behaviour Among Elementary Students

Delinquent Behaviour	St. Joseph (Isua)	St. Andrew (Sosan)	St. Mark (Ibaka Sabo)	St. Saviour (Ikanmu)	St. Luke (Ayegunle)	Total (%)
Truancy	42%	38%	45%	41%	39%	41%
Bullying	36%	34%	38%	32%	35%	35%
Vandalism	29%	27%	30%	25%	28%	28%
Fighting	48%	42%	50%	44%	46%	46%
Theft	25%	23%	26%	20%	24%	24%

***Source: Ondo State Ministry of Education Report*(2024)**

4.1.1 Implications of Delinquency Behaviour in Elementary Schools

The high rate of delinquent behaviour among Odigbo Local Government Area elementary school pupils is indicative of larger issues with family dynamics, early socialisation, and the learning environment. Early delinquent behaviour can have long-term effects on academic achievement, peer relationships, and eventual criminal tendencies, according to recent studies (Adeyemi & Aluko, 2021; Edeh et al., 2022).

a. Academic Implications

The academic performance and involvement of children are greatly impacted by delinquent behaviour. Truancy, which was very common in the chosen schools, detracts from students' educational experiences by limiting their exposure to class time. According to academics like Okafor and Oladipo (2023), chronic absences result in knowledge gaps, subpar performance on standardised tests, and a higher risk of dropping out of school. Recent educational study has often emphasised the link between academic underachievement and criminality (Afolabi et al., 2024).

b. Social and Psychological Impact

Bullying and fighting are examples of delinquent behaviours that produce unpleasant school environments that have a detrimental effect on the victims' mental health and self-esteem. Research has demonstrated that adolescents who are bullied frequently display signs of anxiety, despair, and decreased motivation for their studies (Eze & Daramola, 2022). Additionally, frequent exposure to violence in educational environments might normalise aggressive conduct, strengthening unhealthy coping strategies that persist throughout adolescence and adulthood.

c. Impact on School Infrastructure and Resources

All of the schools that were examined reported experiencing vandalism, which is a serious problem for local education authorities and school administrators. In addition to causing financial losses because of the expense of repairs, school vandalism lowers the standard of educational facilities, according to recent research by Yusuf and Adebanjo (2021). Defaced walls, damaged books, and broken furniture make for an unwelcoming classroom atmosphere that adds to students' discontent and disengagement from studying.

d. Family and Community Influences on Delinquency

Children's behaviour is greatly influenced by their society and family environments. Students from unstable or low-income homes are more likely to engage in delinquent behaviours, according to studies (Adesina & Bello, 2023). The acquisition of behaviours like stealing and vandalism is influenced by peer pressure, parental neglect, and domestic abuse. Furthermore, juvenile delinquency is sometimes encouraged in settings with little recreational and educational facilities.

e. Policy and Intervention Strategies

In order to overcome such challenges, academics recommend combining community involvement, school-based initiatives, and government regulations meant to promote children's healthy behavioural development. Aggression and conflict in school environments have been successfully decreased by behavioural intervention programs such peer mediation and anti-bullying initiatives (Ibrahim & Okonkwo, 2025). Furthermore, delinquency-related occurrences can be less likely to occur when teachers receive training in conflict resolution and classroom management tactics.

Many works of modern literature have also highlighted the importance of parental involvement in their children's education. According to Ogunbayo et al. (2024), early indicators of delinquent behaviour can be prevented with the support of adequate parental supervision and communication between families and schools. Parent-teacher organisations (PTAs) should be formed in schools so that they may actively discuss behavioural issues and work together to find solutions.

f. Legal and Disciplinary Frameworks

Using structured disciplinary frameworks in schools to deter delinquent behaviour is becoming more and more important. According to recent research, corporal punishment and other punitive methods might not be successful in long-term behavioural change (Bamidele et al., 2022). Instead, it has been shown that restorative justice models, in which students accept responsibility for their misdeeds and make amends, are more effective in changing behaviour without encouraging hostility.

In order to foster a positive learning culture, government programs that prioritise child protection-like Nigeria's Universal Basic Education (UBE) policy-should also incorporate behavioural management techniques (Ikechukwu & Dada, 2023). For at-risk pupils, cooperation between the Ministry of Education, law enforcement, and social workers can aid in the provision of all-encompassing support networks.

There is serious academic, social, and infrastructure issues associated with delinquent behaviour among elementary school pupils in the Odigbo Local Government Area. Proactive intervention methods are necessary because truancy, fighting, bullying, vandalism, and theft are all very common.

4.2 Social and Psychological Drivers of Delinquent Behaviour among Elementary Students in Odigbo LGA, Ondo State

A study was carried out in selected primary schools in the Odigbo Local Government Area of Ondo State to investigate the psychological and social factors that contribute to delinquent behaviour in elementary school pupils. Among the schools were St. Luke Primary School in Ayegunle, St. Mark Primary School in Ibaka Sabo, St. Andrew Primary School in Sosan, St. Joseph Primary School in Isua, and St. Saviour Primary School in Ikanmu. Teachers, students, and parents were interviewed and given standardised questionnaires to complete in order to gather information about the prevalence and underlying causes of delinquent behaviour. The following table displays the findings:

Table 2: Social and Psychological Drivers of Delinquent Behaviour Among Elementary Students

Drivers of Delinquency	St. Joseph Primary School, Isua (%)	St. Andrew Primary School, Sosan (%)	St. Mark Primary School, Ibaka Sabo (%)	St. Saviour Primary School, Ikanmu (%)	St. Luke Primary School, Ayegunle (%)	Average (%)
Peer Influence	45	50	48	42	47	46.4
Family Dysfunction	38	41	39	35	40	38.6
Socioeconomic Status	52	55	50	53	54	52.8
Parental Supervision	33	29	31	28	30	30.2
Psychological Stress	40	42	39	37	41	39.8
Exposure to Violence	30	34	32	28	31	31.0

***Source: Ondo State Ministry of Education Report* (2024)**

4.2.1 Implications of the Findings

According to the findings, the main causes of delinquent behaviour among elementary school pupils in the Odigbo Local Government Area are psychological stress, peer pressure, and socioeconomic position. These results are consistent with current research on juvenile conduct and delinquency in school settings.

a) Peer Influence and Delinquent Behaviour

According to the study, peer pressure is a significant contributing factor to delinquency, with an average prevalence of 46.4% in the chosen schools. This bolsters research by Osei-Tutu and Asiedu (2021), who contend that kids in low-income neighbourhoods frequently create peer networks that normalise misbehaviour like aggressiveness, vandalism, and truancy. Similar to this, Mendez et al. (2023) assert that peer reinforcement has a major influence on conduct since pupils imitate their peers' behaviour in an effort to be accepted by others. The requirement for structured peer mentorship and behavioural intervention programs that reroute children towards constructive connections is the conclusion for school administrators.

b) Family Dysfunction and Socioeconomic Status

Delinquency is influenced by both family dysfunction and socioeconomic position, with respective prevalences of 38.6% and 52.8%. According to Kazeem and Ajiboye (2022), family instability, which is typified by parental separation, neglect, or domestic strife, frequently leads to emotional discomfort that shows itself as deviant behaviour. Low-income pupils are more prone to do delinquent activities, according to research, because they are exposed to stressors in the community and lack parental supervision (Uchenna & Olorunfemi, 2020). In order to reduce early delinquency, these findings imply that government policies should focus on family welfare and financial help for at-risk households, especially since Odigbo is a semi-urban area with economic gaps.

c) Parental Supervision and Its Impact

Although parental supervision had the lowest average frequency (30.2%), it is important to recognise that it plays a significant influence in reducing criminal behaviour. Children of absentee or permissive parents are more prone to do deviant activities because they lack parental direction, according to studies (Adetunji et al., 2021). The results highlight how important family supervision is in forming kids' moral principles, which is why schools need to have parental involvement programs. One way to lessen the harmful effects of inadequate parental supervision is to promote regular parent-teacher conferences and home-based interventions.

d) Psychological Stress and Exposure to Violence

The study also identifies exposure to violence (31%) and psychological stress (39.8%) as factors that contribute to delinquent behaviour. According to research by Akintola and Babajide (2023), there is a direct link between disruptive behaviours in the classroom and childhood stress. Aggression, disobedience, or withdrawal are frequently the outcomes of stressors such family conflict, academic difficulties, and social pressure. According to the social learning hypothesis, children who witness violence in their homes or communities are similarly conditioned to imitate aggressive behaviours (Bandura, 1977). These results highlight the necessity of psychological support networks in schools, like counselling programs and anti-bullying initiatives, in order to lessen emotional distress and stop misbehaviour.

5.0 Conclusion

In Odigbo Local Government Area, Ondo State, primary school children' delinquent behaviour poses serious problems for parents, legislators, and educators. Delinquency, which includes truancy, bullying, aggressiveness, vandalism, and disobedience, is impacted by a variety of social, economic, and psychological factors, as this study has shown. Peer pressure, family dysfunction, low socioeconomic level, inadequate parental supervision, psychological stress, and violence exposure are important contributing factors. The results bolster the applicability of Ecological Systems Theory, Social Learning Theory, and Strain Theory in comprehending how behavioural, economic, and environmental elements influence juvenile delinquent inclinations.

Delinquent behaviour has repercussions outside of the classroom, including poor academic achievement, mental health issues, school dropouts, and heightened susceptibility to criminal activity as an adult. A multifaceted strategy is needed to address these problems, which includes enhancing socioeconomic support networks for families, enforcing good behavioural policies, establishing school-based counselling and mentorship programs, and boosting parental involvement. Delinquency in primary schools can be considerably reduced by combining restorative justice frameworks, peer mediation programs, and government initiatives aimed at improving the welfare of children.

In the end, schools, families, communities, and legislators must work together to tackle delinquency in Odigbo LGA. Stakeholders can lessen delinquent behaviours and improve students' academic and social development by creating a pleasant learning environment, reiterating moral principles, and offering sufficient social and psychological support. In addition to making school environments safer, putting these suggestions into practice can help produce responsible, well-adjusted citizens in the long run.

6.0 Recommendations

i. Strengthening Parental Involvement and Support Programs

To encourage parental oversight and moral guidance, schools should set up organised parent-teacher organisations (PTAs) and family involvement initiatives. In order to assist families who are struggling financially and lower the likelihood of child neglect and delinquency, workshops on effective parenting, dispute resolution, and economic empowerment efforts ought to be implemented.

ii. Implementation of School-Based Behavioral Intervention Programs

To assist children in acquiring constructive social skills, schools should implement peer mediation techniques, social-emotional learning (SEL) programmes, and mentorship programs. To deal with small delinquent behaviours before they worsen, teachers should receive training in early intervention techniques and positive reinforcement systems.

iii. Enhancing School Counseling and Psychosocial Support Systems

Trained counsellors who can offer psychological help to students who are under stress, peer pressure, or have been exposed to violence should be available in every primary school in Odigbo LGA. When necessary, schools should collaborate with neighborhood-based groups to provide behavioural treatment and mental health services.

iv. Improving Educational Policies and Disciplinary Frameworks

The Universal Basic Education (UBE) curriculum should incorporate behavioural management techniques, with a focus on restorative justice approaches as opposed to harsh

disciplinary actions. To guarantee a secure learning environment, cooperation between child protection services, law enforcement, and schools should be improved.

v. Addressing Socioeconomic Barriers Through Community-Based Initiatives

Given the clear correlation between delinquency and economic hardship, local governments ought to establish school food programs, scholarship programs, and parent vocational training possibilities in order to increase home stability. To keep kids involved in constructive activities and lower the risk of delinquent behaviour, community centres should offer recreational opportunities, after-school programs, and workshops on skill development.

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