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FAMILY, SCHOOL, AND PEER INFLUENCES ON JUVENILE DELINQUENCY AMONG PUBLIC SENIOR SECONDARY SCHOOL STUDENTS IN KOGI STATE, NIGERIA.

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ABSTRACT

Juvenile delinquency has become a growing concern in Nigerian secondary schools, with significant implications for students' academic, social, and moral development. This study investigated the family, school, and peer influences on juvenile delinquency among public senior secondary school students in Kogi State, Nigeria. A descriptive survey research design was adopted for the study. The population comprised 3,681 Senior Secondary School One (SS1) students from public senior secondary schools in the state, out of which a sample of 368 students was selected using a multistage sampling technique. Data were collected using a self-structured questionnaire titled Delinquency Questionnaire for Students (DQS). The instrument was validated and its reliability established using the test–retest method, yielding a reliability coefficient of 0.87. Data were analysed using descriptive statistics (mean and standard deviation) and inferential statistics (t-test and ANOVA) at the 0.05 level of significance.

The findings revealed that family factors such as poor parent–child communication, inadequate parental supervision, poverty, and lack of moral training; school factors including poor classroom management, inadequate monitoring by school authorities, unconducive learning environments, and teacher incompetence; and peer factors such as peer pressure, association with delinquent peers, and exposure to negative social media significantly influenced juvenile delinquency among students. The study also found significant differences in students' perceptions of these factors based on gender and school location (rural and urban). The consequences of juvenile delinquency identified included poor academic performance, truancy, school dropout, drug abuse, destruction of school property, and involvement in violent and antisocial behaviours.

The study concludes that juvenile delinquency among public senior secondary school students in Kogi State is a multifaceted problem requiring collaborative intervention from families, schools, and communities. It therefore recommends strengthened parental involvement, improved school supervision, effective guidance and counselling services, and positive peer engagement strategies to curb delinquent behaviours among students.

Keywords: Juvenile delinquency, family influence, school influence, peer influence, secondary school students, Kogi State, Nigeria.

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1.1 Introduction

The increasing incidence of juvenile delinquency among public senior secondary school students has become a major concern to educators, parents, and other stakeholders in the education sector. The researcher has personally observed various delinquent acts among students in selected public secondary schools in Kogi State, many of which are directed at teachers, fellow students, and school property. These behaviours, which disrupt teaching and learning, are worrisome and demand urgent attention.

Historically, juvenile delinquency gained prominence with the introduction of compulsory schooling. The Massachusetts Compulsory Education Act of 1647 and the School Attendance Act of 1852 compelled parents to send their children to school, thereby bringing large numbers of young people under institutional supervision and making youth misconduct more visible (Adegoke, 2015). Since then, juvenile delinquency has been recognized as a social and educational problem requiring systematic intervention.

Juvenile delinquency has been defined in various ways by scholars. Siegel and Brandon (2011) described juvenile delinquency as illegal acts, including crimes and status offences, committed by youths under the age of eighteen. Similarly, Adegoke (2015) defined juvenile delinquency as violations of criminal codes and socially unacceptable behaviours exhibited by young persons in society. Delinquency is a relative and legal concept, as behaviours considered delinquent in one society may not necessarily be regarded as such in another. However, behaviours such as stealing, fighting, drug abuse, cultism, examination malpractice, indecent dressing, and violence are widely regarded as violations of social and moral norms across most societies.

In recent decades, juvenile delinquency has become a persistent problem in Nigerian secondary schools, particularly public schools. Kogi State, which shares boundaries with nine states including the Federal Capital Territory (FCT), is not exempt from this challenge. Studies have shown that juvenile delinquency among secondary school students is influenced by several interrelated factors, notably family background, school environment, and peer group interactions (Solomon, 2014). Factors such as poor parental supervision, broken homes, negative peer influence, community disorganization, poverty, illiteracy, and exposure to foreign cultures through media have been identified as contributors to delinquent behaviour.

Nigerians have become increasingly anxious about the rising rate of youth delinquency, as these behaviours appear to be spreading beyond control despite efforts by schools, religious institutions, and moral instructors to instil discipline and ethical values in young people. The persistence of delinquent behaviour suggests that traditional corrective approaches may be inadequate without addressing the underlying social influences within the family, school, and peer contexts.

Every society operates on established norms and values that guide acceptable behaviour. Individuals who act contrary to these norms are often labelled as delinquents. Juvenile delinquency, therefore, represents a significant social problem that negatively affects societal stability and development. Reports indicate that some juvenile delinquents engage in violent acts, attack teachers, terrorize neighbourhoods, and show little remorse when apprehended. Such behaviours threaten not only the safety of schools but also the wider community.

The United Nations Guidelines for the Prevention of Juvenile Delinquency, cited in Nwachukwu (2018), describe juvenile delinquency as youthful behaviour that deviates from

accepted social norms and values. Although some delinquent acts may be associated with experimentation during adolescence and may diminish with maturity, persistent delinquency often reflects deeper social and environmental problems that require structured intervention.

Urbanization and modernization have further weakened traditional systems of social control in many developing countries, including Nigeria. The rapid expansion of technology and social media has exposed young people to lifestyles and behaviours that often exceed parental monitoring and control, thereby increasing susceptibility to negative peer influence. In addition, widespread povertyreported to affect a significant proportion of the Nigerian population (National Bureau of Statistics, 2017)forces many youths into premature economic activities, increasing their vulnerability to delinquent behaviour. Crimes committed by juveniles pose serious threats to collective societal well-being and undermine national development goals.

Juvenile delinquency does not only hinder healthy child growth and development but also threatens the achievement of the objectives of Nigeria's National Policy on Education, which seeks to promote a strong, self-reliant nation, a dynamic economy, equal opportunities for citizens, and a democratic society. If left unchecked, delinquent behaviour among students may compromise the realization of these national aspirations.

Agbowura and Solomon (2016) classified delinquent acts into two categories: criminal acts such as robbery and murder, which are punishable under adult criminal law, and status offences such as truancy, running away from home, and keeping late nights, which are offences only because of the age of the offender. These behaviours cut across socio-economic backgrounds, though their prevalence varies. Parents have been identified as key agents in managing and preventing many of these status offences.

In Nigeria, not all delinquent behaviours exhibited by students are criminal in nature; many are undesirable acts that negatively affect academic and social development, such as truancy, absenteeism, lateness, and disobedience (Jones, 2014). These behaviours are prevalent among both male and female students in urban and rural areas of Kogi State. Common manifestations include vandalism, drug and alcohol abuse, weapon carrying, bullying, cultism, examination malpractice, school dropout, and violence.

Many observers attribute the rise in juvenile delinquency to failures within the family system, arguing that the family is the foundation of society and the primary institution responsible for inculcating moral values and discipline in children (Dienj, 2011). When families fail to provide proper guidance and supervision, schools and peers often assume greater influence over adolescents' behaviour.

Given the growing concern over delinquent behaviour among public senior secondary school students in Kogi State and the apparent roles played by family, school, and peer factors, it becomes imperative to empirically investigate how these social contexts influence juvenile delinquency. This study therefore examines family, school, and peer influences on juvenile delinquency among public senior secondary school students in Kogi State, Nigeria, with a view to providing evidence-based recommendations for effective prevention and intervention strategies.

1.2 Statement of the Problem

Juvenile delinquency among public senior secondary school students in Kogi State has become a pressing concern that undermines academic achievement, disrupts school administration, and threatens social cohesion. Delinquent behaviours observed among

students include truancy, late arrival to school, aggression, theft, destruction of school property, sexual harassment, examination malpractice, bullying, and substance abuse. These behaviours are prevalent among both male and female students across different age groups and locations, and they contribute to poor academic performance, weakened moral standards, and increased social vices.

A major factor contributing to juvenile delinquency is peer influence, where students emulate the negative behaviours of friends and associates, leading to the reinforcement of antisocial conduct. While some schools attempt to address these behaviours through harsh disciplinary measures, such punitive strategies often result in psychological trauma for students and fail to address the underlying social and environmental causes of delinquency. Consequently, the cycle of misconduct persists.

Family factors also play a critical role in shaping students' behaviour. Lack of parental supervision, family conflict, single-parent households, and ineffective moral guidance have been identified as significant contributors to delinquent behaviour. Similarly, the school environment, including inadequate teacher supervision, poor teacher–student relationships, lack of guidance and counselling services, and inconsistent disciplinary practices, can exacerbate delinquency among students.

Despite significant investments by the Kogi State government and law enforcement agencies to curb crime and maintain order, juvenile delinquency continues to pose serious threats to teaching and learning. Factors such as poor cooperation from parents and community leaders, limited logistic support, and insufficient data on youth behaviour hinder effective intervention. Moreover, delinquency is sometimes linked to the quality of teaching, professional competence, and classroom management skills of teachers, highlighting the need for holistic approaches that address both educational and social dimensions of the problem.

These challenges underscore the need for empirical research to investigate how family, school, and peer factors influence juvenile delinquency among public senior secondary school students in Kogi State. Understanding these factors is critical for developing effective strategies for the prevention and control of delinquent behaviours, ensuring safe and conducive learning environments, and promoting the moral and academic development of students.

1.3 Purpose of the Study

The main purpose of this study is to examine the influence of family, school, and peers on juvenile delinquency among public senior secondary school students in Kogi State, Nigeria. The study also seeks to explore the consequences of such delinquent behaviours and identify strategies for their effective control.

Specific Objectives

1. To investigate the role of family, school, and peer factors in influencing juvenile delinquency among public senior secondary school students in Kogi State.
2. To identify strategies for controlling juvenile delinquency among public senior secondary school students in Kogi State.

1.4 Research Questions

The following research questions guided this study:

1. What is the influence of family, school, and peer factors on juvenile delinquency among public senior secondary school students in Kogi State?
2. What strategies can be employed to effectively control juvenile delinquency among public senior secondary school students in Kogi State?

1.5 Hypotheses

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

H01: There is no significant difference between the mean ratings of male and female students on the influence of family, school, and peer factors on juvenile delinquency among public senior secondary school students in Kogi State.

H02: There is no significant relationship between family, school, and peer factors and the occurrence of juvenile delinquency among public senior secondary school students in Kogi State.

2.1 Conceptual Framework

This section presents the conceptual framework of the study, highlighting the relationship between independent, dependent, and moderating variables. It provides a visual and theoretical representation of how family, school, and peer factors influence juvenile delinquency, and how gender and location may moderate these relationships.

Independent Variables

The independent variables for this study are:

- **Family Factors:** including parental supervision, family structure, and moral guidance.
- **School Factors:** including teacher-student relationships, school climate, and disciplinary policies.
- **Peer Factors:** including peer pressure, peer associations, and social influence.

Dependent Variable

The dependent variable is juvenile delinquency, operationalized as behaviours such as truancy, vandalism, bullying, substance abuse, fighting, examination malpractice, and other anti-social behaviours exhibited by senior secondary school students.

Moderating Variables

The moderating variables are:

- **Gender:** Male and female students may experience and respond to social influences differently, which can affect delinquent behaviours.
- **Location:** Urban and rural school environments may present different social and environmental conditions that influence delinquency.

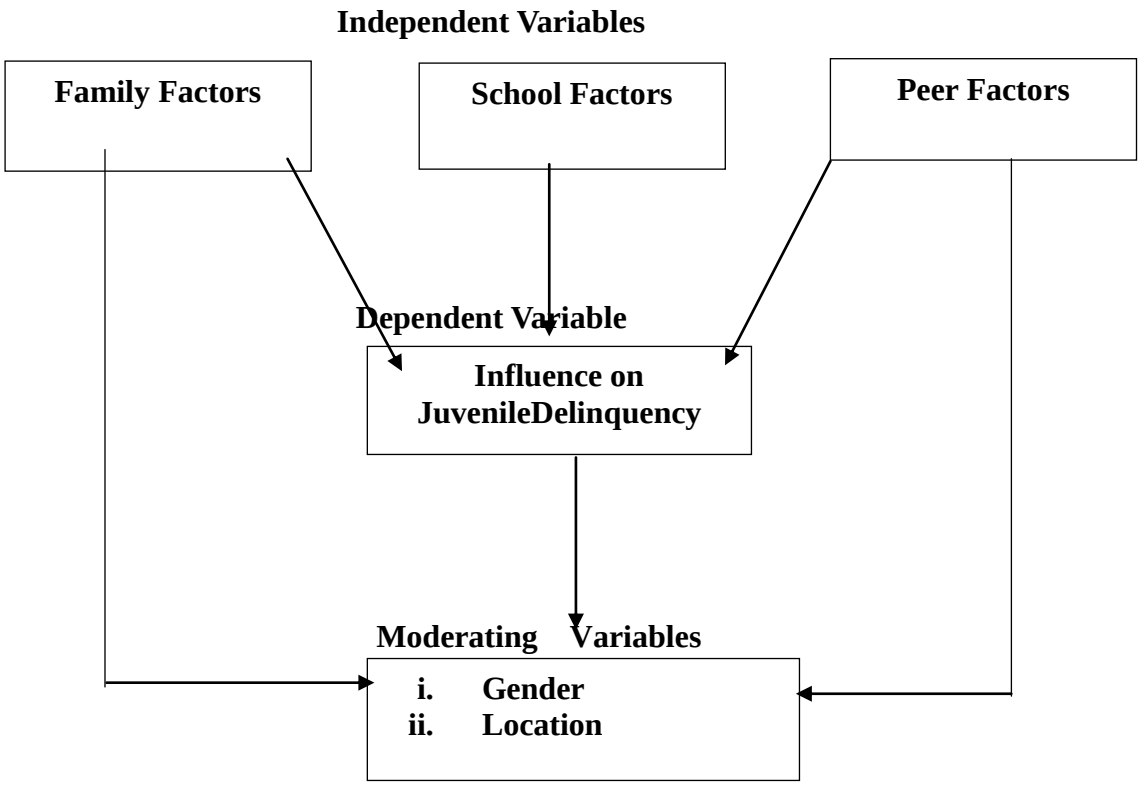


Figure 1 illustrates the interplay among the independent, dependent, and moderating variables. The framework indicates that family, school, and peer factors influence juvenile delinquency among public senior secondary school students in Kogi State. Furthermore, gender and location may strengthen or weaken these influences, offering a clearer understanding of the dynamics underlying delinquent behaviour.

2.1.1 Factors Responsible for Juvenile Delinquency among Public Senior Secondary School Students

Juvenile delinquency among secondary school students is influenced by a complex interplay of individual, family, school, peer, and environmental factors. Scholars have identified several determinants that predispose students to engage in delinquent behaviours. These factors are discussed below.

1. Physical Factors

The physical condition of a child may directly or indirectly affect behaviour. According to Amber and Amana (2015), poor health, malnutrition, developmental abnormalities, or excessive energy may lead to frustration or restlessness, which can manifest as delinquent behaviour. Physical limitations may also impede social interactions, resulting in compensatory acts of defiance or aggression.

2. Family Factors

The family is the primary agent of socialization, and conditions within the home significantly influence a child's moral development and behaviour.

i. Poor Parenting Skills

Sanni (2010) asserts that harsh, inconsistent, or neglectful parenting can lead children to develop rebellious tendencies. Inadequate supervision, lack of guidance, and limited

communication may push adolescents to seek acceptance and validation from peers, increasing susceptibility to delinquent acts such as theft, substance abuse, and truancy.

ii. Parental Conflict

Parental conflict, separation, or divorce may negatively affect children's emotional stability, as highlighted by Healy, Leeper, and Lorenzo (Muhammed, 2011). Children from high-conflict homes are more likely to engage in delinquent behaviours, as prolonged domestic tension undermines self-esteem and fosters anti-social tendencies (Thejiene, 2014).

iii. Poverty and Unemployment

Economic deprivation contributes to delinquency, as children from low-income families may resort to theft or other criminal activities to meet basic needs (Burt, cited in Ayuba, 2017). Unemployment among parents may also reduce parental supervision and engagement, increasing vulnerability to negative peer influence.

3. School Factors

School conditions can directly or indirectly shape student behaviour.

i. Inadequate Facilities and Overcrowding

Poorly equipped classrooms, overcrowding, and insufficient learning materials negatively affect students' engagement and discipline, providing opportunities for mischief (Unekwu, 2017).

ii. Lax Attendance Policies

Weak enforcement of attendance laws encourages truancy, which often escalates into more serious delinquent behaviours (Akande, 2012).

iii. Poor Classroom Management

Ineffective classroom management, including unclear rules, insufficient teacher preparation, and punitive disciplinary approaches, fosters student indiscipline, resulting in behaviours such as absenteeism, fighting, and non-compliance with school regulations (Harwood, in Jimmoh, 2017).

4. Peer Influence and Role Modelling

Adolescents are highly susceptible to peer influence. Children who associate with delinquent peers or lack positive role models at home are more likely to adopt anti-social behaviours, including theft, substance abuse, and violence (Sanni, 2012). Family members and guardians also serve as role models; exposure to parental antisocial behaviours such as aggression, substance abuse, or neglect can lead adolescents to emulate similar behaviours.

5.Neighbourhood Conditions

Neighbourhood environments influence adolescent behaviour through social interactions and exposure to crime. Congested slums, poor sanitation, and proximity to criminal activity increase the likelihood of delinquency (Olufemi, 2012). Additionally, children from poorer neighbourhoods adjacent to wealthier areas may experience feelings of deprivation, leading them to engage in theft or other criminal acts to attain material parity.

6. Financial Constraints

Limited access to financial resources can push adolescents toward delinquency as a means of supplementing income. Youths may engage in petty theft, drug dealing, or other criminal activities to meet personal and familial needs.

2.1.2 Forms of Juvenile Delinquency

Juvenile delinquency manifests in diverse forms among secondary school students. Siegel (2011) and Ugwuoke (2010) identify the following prevalent forms among Nigerian adolescents:

1. **Truancy**: irregular school attendance, lateness, or unauthorized absences. Truancy fosters idleness and provides opportunities for further delinquent acts.
2. **Examination Malpractice:** cheating, impersonation, smuggling of exam materials, and collusion during internal and external examinations, reflecting moral decay in the educational system (Duze, 2011; Oguche, 2016).
3. **Larceny**: theft of small items as a gateway to more serious criminal activities, often encouraged by peer influence.
4. **Assault:** physical attacks, bullying, and intimidation of peers and school staff, often arising from overconfidence or peer encouragement.
5. **Disobedience**: flouting school rules, insubordination, and general disrespect for authority.
6. **Drug and Substance Abuse:** smoking, consumption of alcohol, use of cannabis, and other illicit substances, with negative consequences for health and academic performance.
7. **Illegal Purchases and Theft**: adolescents may engage in theft or robbery to sustain habits such as substance abuse, reflecting a deeper pattern of delinquency that is difficult to reform once entrenched.

2.1.3 Consequences of Juvenile Delinquency

Juvenile delinquency has far-reaching consequences, affecting the delinquent, their families, the school, and society at large. Cohen, Miller, and Rossman, cited in Xinrui (2012), observed that instead of contributing positively to society, juvenile delinquents impose significant social and economic costs while causing non-monetary harm to victims.

1. **Academic Consequences:**
   Delinquent behaviours such as truancy, absenteeism, and disobedience negatively affect students' academic performance (Solomon, 2012). Students frequently absent from school miss lessons, fail to complete assignments, and often resort to cheating in examinations to compensate for lost learning. Repetition of classes and eventual school dropout are common outcomes. Bello (2012) highlighted that examination malpractice among students has become a rampant manifestation of juvenile delinquency.

2. **Social and Psychological Consequences:**
   Juvenile delinquency disrupts normal social development, leading to poor self-discipline, low self-esteem, and difficulty forming healthy relationships (Sheryin, 2008). Delinquents often display antisocial behaviours, disobedience, and over-dependence on parents, which can hinder future social and family life.

3. **Community and Societal Consequences:**
   Delinquent acts, including theft, assault, substance abuse, and truancy, place a burden on communities and public institutions, including schools and law enforcement (Barker, 2009; Anon, 2015). Goldson (2011) notes that juvenile delinquency is a persistent global problem, historically linked to family instability and societal challenges, and affects communities at multiple levels.

Given the serious consequences of delinquency on education, social development, and community wellbeing, understanding its causes, manifestations, and control strategies is vital, particularly for public Senior Secondary School students in Kogi State.

2.1.4 Control of Juvenile Delinquency

Effective control of juvenile delinquency requires a multi-level approach involving parents, teachers, schools, law enforcement, and community institutions.

1. **Understanding the Problem:**
   Juvenile delinquency is not limited to criminal offences; many cases involve "status offences," such as truancy, which do not constitute legal violations but may stigmatize youth (New World Encyclopedia; CRIN). Therefore, control strategies must be proactive rather than punitive.

2. **Role of Parents and Teachers:**
   Parents must monitor their children's companions, advise on positive social interactions, and provide guidance. Teachers should maintain manageable class sizes to allow effective supervision and discipline, while also modelling positive behaviours (Davis, 2000; Fields, 2006).

3. **Discipline and Classroom Management:**
   Discipline should balance structure and autonomy. Deaukee (2010) identified a continuum of approaches, from authoritarian (strict rules and punishments) to permissive (allowing student autonomy). Extreme authoritarian approaches can produce fear, avoidance, and resentment, while permissive methods may reduce self-discipline. Effective strategies include:

i. **Clear Guidelines/Rules:** Establishing clear expectations for behaviour helps students understand acceptable conduct and reduces disorderly behaviour.

ii. **Behaviour Contracts:** Written agreements between students and teachers, often involving parents, reinforce positive behaviour using rewards and consequences.

iii. **Constructivist Approaches:** Encourage students to make informed choices, reflect on consequences, and develop self-discipline, empathy, and social responsibility (Fields, 2002; Kamii cited by Deaukee, 2010).

iv. **Role Modelling:** Teachers and parents demonstrate positive behaviours, instil values, and reinforce respect for others, showing students how to act appropriately (Mendler, 2008; Fields, 2006).

4. **School-wide and Community Interventions:**
   Bogenschneider (2011) recommends integrated strategies to minimize delinquency, including:

i. School organization interventions and behavioural consultations

ii. School-wide mentoring programs

iii. Media campaigns to influence public attitudes

iv. Behavioural modification programs promoting attendance and academic achievement

v. Comprehensive community interventions with parent and community involvement

vi. Situational crime prevention and community policing

vii. Policy reforms addressing substance use, firearms, and juvenile sentencing

5. **Parental Involvement in Education:**
   Parents are central to preventing delinquency. Collaboration between families and schools builds trust, improves communication, and reduces truancy (Bilderaya, 2005). Schools can support this through parent-teacher meetings, parent liaison programs, and family-friendly policies.

6. **Preventive Measures:**
   Prevention should emphasize positive social interaction, affectionate relationships with adults, constructive peer associations, and reinforcement of clear behavioural standards. Early intervention, consistent supervision, and community support are critical for minimizing risk and guiding adolescents toward productive social behaviours.

By adopting a holistic approach that integrates parental guidance, school management, role modelling, and community support, the incidence of juvenile delinquency in public Senior Secondary Schools in Kogi State can be significantly reduced.

2.2 Theoretical Framework

This section discusses the theoretical foundations underpinning the study on family, school, and peer influences on juvenile delinquency among public senior secondary school students in Kogi State, Nigeria. The study is anchored on three relevant theories: Social Learning Theory by Albert Bandura (1984), Behavioural Theory by John B. Watson (1913), and Strain Theory by Robert Merton and Émile Durkheim. These theories provide explanatory frameworks for understanding how social environments shape juvenile behaviour and delinquent tendencies.

2.2.1 Social Learning Theory (Albert Bandura, 1984)

Social Learning Theory, propounded by Albert Bandura (1984), posits that individuals learn behaviours through observation, imitation, and reinforcement within their social environment. According to the theory, juvenile delinquency is learned through interaction with significant others such as family members, peers, and teachers. Adolescents adopt behaviours that are rewarded or reinforced and avoid those that attract punishment.

Within the school context, students may engage in delinquent behaviours such as fighting, bullying, or substance abuse if such actions earn approval, status, or recognition from peers. For instance, a student who engages in aggressive behaviour and receives praise or acceptance from peer groups is more likely to repeat such behaviour. Conversely, students may abandon positive behaviours if they are ridiculed or stigmatized, such as being labelled a “bookworm” for academic diligence or a “traitor” for cooperating with teachers.

The theory further explains that delinquency is less likely when antisocial behaviours are sanctioned and when positive behaviours are reinforced by parents, teachers, and peers. This underscores the importance of consistent discipline, positive role modelling, and reinforcement of desirable behaviours within the family and school environment.

Social Learning Theory is particularly relevant to this study because it explains how family practices, school climate, and peer associations influence the acquisition and continuation of juvenile delinquent behaviours. It also provides a basis for designing intervention strategies aimed at discouraging delinquency through positive reinforcement and social control mechanisms.

2.2.2 Behavioural Theory (John B. Watson, 1913)

Behavioural Theory, pioneered by John B. Watson (1913), is grounded in the belief that all behaviours are learned through interaction with the environment. Behaviourists argue that behaviour is shaped through conditioning, where responses to stimuli are reinforced or discouraged. According to this theory, internal mental states are less important than observable behaviours and environmental influences.

Watson emphasized that children are products of their environment, suggesting that behavioural outcomes depend largely on upbringing and social exposure. In the context of juvenile delinquency, students may learn antisocial behaviours by observing and imitating family members, peers, or community figures who exhibit such behaviours. For example, children raised in homes where aggression, substance abuse, or neglect are prevalent may adopt similar behaviours.

This theory aligns with the present study by highlighting the influence of family environment, school discipline practices, and peer interactions on students' behaviour. It reinforces the idea that modifying environmental conditionssuch as improving parental supervision, classroom management, and peer group monitoringcan significantly reduce delinquent behaviours among adolescents.

2.2.3 Strain Theory (Robert Merton and Émile Durkheim)

Strain Theory, advanced by Robert Merton and influenced by Émile Durkheim's concept of anomie, explains delinquency as a response to social strain or stress resulting from the inability to achieve socially valued goals through legitimate means. When societal norms and expectations conflict with available opportunities, individuals may resort to deviant behaviours as coping mechanisms.

Among secondary school students, strain may arise from academic failure, financial hardship, lack of parental support, or peer victimization. Students who are unable to meet expectations related to academic success, material possessions, or social status may experience frustration and engage in delinquent acts such as theft, examination malpractice, aggression, or substance abuse.

Strain Theory also explains gender-related delinquency, particularly among male adolescents who may resort to violence or bullying to assert dominance, gain respect, or demonstrate independence. Similarly, students from economically disadvantaged backgrounds may engage in delinquency to meet basic needs or gain social recognition.

This theory is relevant to the present study as it explains how family poverty, school pressure, peer expectations, and societal inequality contribute to juvenile delinquency. It provides insight into how social and economic stressors within the school and family environment influence adolescent behaviour.

These theories collectively explain how family background, school environment, and peer interactions influence delinquent behaviour among public senior secondary school students in Kogi State. The theories also guide the study in identifying effective preventive and control strategies aimed at reducing juvenile delinquency through positive socialization, supportive school environments, and stress-reduction mechanisms.

3.1 Methodology

This section describes the procedures and methods adopted for the study. It outlines the research design, population of the study, sample size and sampling procedures,

instrumentation, validity and reliability of the research instrument, method of data collection, and method of data analysis. These procedures were carefully selected to generate reliable data on family, school, and peer influences on juvenile delinquency among public senior secondary school students in Kogi State, Nigeria.

3.2 Research Design

The research design adopted for this study was a descriptive survey research design. According to Nworgu (2016), descriptive survey research involves the systematic collection and analysis of data from a representative sample to describe existing conditions, attitudes, or behaviours of a population.

This design was considered appropriate because it enabled the researcher to obtain firsthand information from students regarding family, school, and peer factors influencing juvenile delinquency. The design also facilitated the collection of quantitative data necessary for comparing responses based on gender and school location, as well as for testing the stated hypotheses.

3.3 Population of the Study

The population of this study comprised all Senior Secondary School One (SS1) students in public senior secondary schools in Kogi State. The focus on SS1 students was based on the assumption that students at this level are in early adolescence, a critical stage for the manifestation of delinquent behaviours.

According to records obtained from the Educational Zonal Office, Statistical Department, Kogi State (2022), the total population of SS1 students in the twelve selected public senior secondary schools across the six educational zones of the state was 3,681 students.

3.4 Sample Size and Sampling Procedure

The sample size for the study consisted of 368 SS1 students, representing approximately 10% of the total population of 3,681 students. This sample size is consistent with the recommendation of Glenn (2012), who suggested that a sample size of between 10% and 20% of a study population is adequate for descriptive survey studies.

A multi-stage sampling procedure was employed for the study, which involved the following stages:

1. **Stratified Sampling Technique:**
   The state was first stratified into its six (6) educational zones to ensure adequate representation across the entire state.

2. **Simple Random Sampling Technique:**
   Two (2) public senior secondary schools were randomly selected from each educational zone, resulting in a total of twelve (12) public senior secondary schools used for the study.

3. **Proportionate Sampling Technique:**
   Proportionate sampling was used to select respondents from each of the selected schools based on the population size of SS1 students in each zone. This ensured that each educational zone was fairly represented in the sample.

Through this procedure, a total of 368 respondents were selected from the twelve public senior secondary schools across Kogi State.

Table 1: Sample Size Distribution of Respondents

S/N	Names School	Population of Students	Sample Size (10%)
1.	Government Secondary Schools, Oguma Bassa	423	42
2.	Government Science Secondary School, Lokoja	434	43
3.	Government Secondary School, Okedayo	373	37
4.	Emonyoku Community Secondary School, Ochaja	364	36
5.	Community Grammar School, Imane	329	33
6.	Government Secondary School, Adavi-Okene	308	31
7.	Government Secondary School Dekina	295	30
8.	CMML Special School Iyale	278	28
9.	Comprehensive secondary school Otu Kabba	239	24
10.	Government College Kabba	235	24
11.	Government Secondary Okene	209	21
12.	Comprehensive college Okene	194	19
	Total	**3,681**	**368**

Source: (Kogi State Educational Zone, Statistical Department, 2019)

Table 1 presents the distribution of the sample size used for the study across the selected public senior secondary schools in Kogi State. The sample was proportionately drawn from each school to ensure adequate representation of students across different educational zones. This approach strengthened the validity of findings related to family, school, and peer influences on juvenile delinquency among public senior secondary school students in Kogi State.

3.5 Instrumentation

A self-structured questionnaire was used to obtain relevant information directly from the respondents. The instrument was titled Family, School, and Peer Influence on Juvenile Delinquency Questionnaire (FSPJDQ). The questionnaire was designed to elicit students' perceptions of family, school, and peer factors influencing juvenile delinquency, as well as possible control measures.

The questionnaire was structured on a four-point Likert-type scale measuring the intensity 0frespondents'opinionsasfollows:

Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1.

The questionnaire was divided into two sections:

- **Section A:** Demographic information of respondents, including gender and school location (urban/rural).
- **Section B:** Items relating to family influences, school-related factors, peer influences, and control measures associated with juvenile delinquency among public senior secondary school students in Kogi State.

The instrument consisted of 47 items, and respondents were required to tick (√) the option that best reflected their opinions on each item.

3.6 Validity and Reliability of the Instrument

To ensure the validity of the instrument, the questionnaire was subjected to face, content, and construct validity. Copies of the instrument were presented to two lecturers in the Faculty of Education, University of Abuja, who are experts in Guidance and Counselling and Educational Measurement and Evaluation. Their suggestions, together with the inputs of the research supervisor, were incorporated to improve clarity, relevance, and adequacy of the items. The revised version of the questionnaire was then approved for administration.

The reliability of the instrument was established using the test–retest method. The questionnaire was administered to twenty (20) SS1 students of Government Secondary School, Ankpa, who were not part of the main study. After an interval of two weeks, the same instrument was re-administered to the same group of students.

The responses from the first and second administrations were analysed using Pearson's Product Moment Correlation Coefficient, which yielded a reliability coefficient of 0.87. This coefficient was considered sufficiently high, indicating that the instrument was reliable for the study.

3.7 Data Collection Procedure

The researcher obtained a letter of introduction from the Head of Department of Guidance and Counselling, University of Abuja, which was presented to the principals of the selected schools to seek permission for data collection.

With the assistance of two trained research assistants, the questionnaires were administered to the selected respondents in each school. The research assistants were adequately briefed on the purpose of the study and the contents of the questionnaire. The objectives of the study were explained to the respondents to ensure proper understanding before completing the questionnaire.

The questionnaires were administered and collected on the spot to ensure a high return rate and to minimize loss of instruments.

3.8 Method of Data Analysis

The researcher used both descriptive and inferential statistics to analyse the data collected.Descriptively, the data collected from respondents was analysed using simple percentage; frequency counts and mean scores for the demographic data and research questions. The decision rule was that, any value from 2.50 and above were adjudged agreed and while value below 2.50 were adjudged disagreed. Inferentially, hypotheses of the study were tested using the following statistical tools and techniques; Hypotheses H_{01} was tested using t-test statistics tool while Hypothesis H_{02} was tested using ANOVA at 0.05 level of significance.

4.1 Data Presentation

The data presented and analysed in this chapter deals with the demographic data, answering of research questions, testing of hypotheses, summary of findings and discussion of findings. The data presented was based on a sample size of 368.

4.1.1 Analysis of Demographic Data

Table 2: Distribution of Respondents by Gender

Gender	Frequency	Percentage (%)
Male	211	63.4
Female	157	36.6
Total	368	100.0

Source: Field Survey, 2023

In the above demographic data of the respondent's gender, it shows that 211 representing (63.4 %) are males while 157 representing (36.6 %) are females. This implies that the number of male respondents exceeded that of the female respondents.

Table 3: Distribution of Respondents by their Location

Location	Frequency	Percent
Urban	154	35.4
Rural	214	64.6
Total	368	100.0

Source: Field Survey, 2023

Table 3 shows that out of the total number of 368 respondents, 154 representing (35.4%) where from the urban schools. The remaining 214 representing (64.6%) are from the rural schools. This implies that the number of students from rural schools exceeded that of the urban schools.

4.1.2 Answers to Research Questions

This section presents the analysis of data related to the research questions formulated to guide the study.

Research Question One: What are the family, school, and peer-related factors responsible for juvenile delinquency among public senior secondary school students in Kogi State**?**

Table 4: Mean Scores of Respondents on Family, School, Peer, and Environmental Factors Responsible for Juvenile Delinquency among Public Senior Secondary School Students in Kogi State

N=368

S/N	Statements	Mean	Std. Dev.	Decision
13.	The problems within the school management causes juvenile delinquency	2.96	0.64	Agreed
14.	Students from poor background are more exposed to juvenile delinquency	3.35	0.87	Agreed
15.	Lack of adequate monitoring by school authorities may pave way for juvenile behaviour	3.45	0.67	Agreed
16.	Lack of proper academic activities leads to juvenile delinquency	2.56	0.83	Agreed
17.	Poverty and unemployment are also one of the major causes of juvenile delinquency among students	3.26	0.81	Agreed
18.	Physical factors such as speech defects and deformity cause juvenile delinquencies among students	2.41	0.79	Disagreed
19.	Lack of cordial relationship between students and teachers causes juvenile delinquencies	2.69	0.81	Agreed
20.	Inadequate school building and equipment causes juvenile delinquencies among students	2.60	0.74	Agreed
21.	Congested neighborhood and slums cause juvenile delinquency	3.23	0.70	Agreed
22.	Social media or technological advancement leads to juvenile delinquency	2.51	0.72	Agreed
23.	Incompetence and unprofessional teachers contributed to juvenile delinquency among students	2.89	0.85	Agreed
24.	Poor parent-children communication led children to find solace other than homes	3.15	0.81	Agreed
25.	Lack of social and moral training	3.14	0.77	Agreed
26.	Poor classroom management	2.47	0.88	Disagreed
27.	Drugs and alcohol abuse	3.20	0.69	Agreed
	Sectional Mean	**2.93**	**0.77**	**Agreed**

Table 4 presents the mean responses of students on family, school, peer, and environmental factors influencing juvenile delinquency among public senior secondary school students in Kogi State, with an overall mean score of 2.93, which is above the criterion mean of 2.50. The results indicate that the majority of respondents agreed that most of the listed factors significantly contribute to juvenile delinquency. Specifically, family-related factors (such as poverty and poor parent–child communication), school-related factors (including inadequate supervision and poor school facilities), peer influence (such as drug and alcohol abuse), and neighbourhood conditions were identified as major contributors to juvenile delinquent behaviour. However, respondents disagreed that physical defects and poor classroom management were significant factors, as these items recorded mean scores of 2.41 and 2.47, respectively, which fell below the criterion value of 2.50.

Research Question Two: What are the consequences of juvenile delinquency among public senior secondary school students in Kogi State?

Table 5: Mean scores of respondents on the academic, social, and behavioural consequences of juvenile delinquency among public senior secondary school students in Kogi State, Nigeria

N=368

S/No	Statement	Mean	Std. dev.	Decision
28.	Juvenile delinquency results to students dropping out of school	3.28	0.72	Agreed
29.	Students that engage in juvenile act do not make their parents happy	3.24	0.76	Agreed
30.	Juvenile delinquency results to students acts of examination malpractices of school	3.21	0.78	Agreed
31.	Juvenile delinquency has constituted a problem that has led to students' attrition	3.23	0.74	Agreed
32.	Destruction of school property	2.89	0.71	Agreed
33.	Poor students' academic performance	3.07	0.69	Agreed
34.	Truancy and lateness of student to school	2.99	0.84	Agreed
35.	Rudeness and sexual harassment	3.26	0.71	Agreed
36.	Raping of fellow students	3.29	0.77	Agreed
37.	Fighting and killing of fellow students	3.06	0.69	Agreed
38.	Juvenile delinquency contributes to students' involvement in armed rubbery	3.34	0.67	Agreed
39.	Students becoming a drug addict	3.16	0.79	Agreed
40	Juvenile delinquency constitutes serious impediment to development	2.59	0.67	Agreed
41	Lack of respect for elders	2.65	0.68	Agreed
42	Lack of respect for constituted authority	3.01	0.70	Agreed
	Sectional Mean	**3.09**	**0.77**	**Agreed**

Items in Table 5, with an overall mean score of 3.09, reflect respondents' perceptions of the academic, social, and behavioural consequences of juvenile delinquency among public senior secondary school students in Kogi State. The analysis revealed that respondents agreed with all the items in Table 5 as major consequences of juvenile delinquency, as all mean scores met or exceeded the criterion mean of 2.50. This indicates that juvenile delinquency significantly affects students' academic performance, school adjustment, peer relationships, and overall social behaviour within the school environment in Kogi State.

4.1.3 Testing of Hypotheses

The null hypotheses formulated for this study were tested using the t-test statistical technique at0.05 level of significance.

H_{01}: There is no significant difference in the mean ratings of male and female students regarding thefamily, school, and peer influences on juvenile delinquency among public senior secondary school students in Kogi State.

Table 6: t-test results on the significant difference in the mean ratings of male and female students regarding family, school, and peer influences on juvenile delinquency among public senior secondary school students in Kogi State

Variables	N	X	S.D	df	t-value	Sig.(P)	Decision
Male	211	2.92	0.78				
				366	9.223	<0.002	Significant
Female	157	2.94	0.76				

***=significant at 0.05 level (p<0.05)**

The analysis presented in Table 6 was conducted to determine whether there is a significant difference in the mean ratings of male and female students regarding the factors contributing to juvenile delinquency among secondary school students in Kogi State. The results showed a significant value of $p< 0.02$, which is below the 0.05 level of significance. This indicates that a statistically significant difference exists. Consequently, the null hypothesis was rejected in favor of the alternative hypothesis. This finding implies that male and female students perceive the factors of juvenile delinquency differently in public senior secondary schools in Kogi State.

Ho2: There is no significant difference in the mean ratings of students in rural and urban schools regarding the factors contributing to juvenile delinquency among secondary school students in Kogi State.

Table 7:t-test analysis of the mean ratings of students in rural and urban schools on the factors responsible for juvenile delinquency among secondary school students in Kogi State

Variables	N	X	SD	df	t-value	Sig.(P)	Decision
Urban	154	2.91	0.75				
				366	6.835	<0.004	Significant
Rural	214	2.95	0.79				

***=significant at 0.05 level (p<0.05)**

The analysis in Table 7 was conducted to determine whether there is a significant difference in the mean ratings of students in rural and urban schools regarding the factors responsible for juvenile delinquency among secondary school students in Kogi State. A significance value of <0.004, which is less than the 0.05 level of significance, was recorded. This indicates that a significant difference exists. Consequently, the null hypothesis was rejected in favour of the alternative hypothesis. This implies that students' perceptions of the factors contributing to juvenile delinquency differ significantly between rural and urban secondary schools in Kogi State.

4.2 Summary of Findings

The study revealed the following findings:

1. The findings indicated that family, school, and peer-related factors significantly influence juvenile delinquency among public senior secondary school students in Kogi State. Key school-related factors included inadequate monitoring by school authorities, lack of structured academic activities, poor classroom management, inadequate school facilities, and the presence of incompetent or unprofessional teachers. Family-related factors identified were poor parent–child communication, lack of proper parental supervision, inadequate social and moral training at home, poverty, and unemployment. Peer and

environmental influences such as association with delinquent peers, congested neighbourhoods and slums, exposure to social media and technological misuse, as well as drug and alcohol abuse were also found to contribute significantly to juvenile delinquency among students.

2. The study further revealed that juvenile delinquency has serious academic, social, and behavioural consequences for students and the wider society. These consequences include poor academic performance, truancy, lateness to school, school dropout, destruction of school property, disrespect for school rules and constituted authority, aggression, fighting, sexual harassment, involvement in criminal activities such as armed robbery, and erosion of moral values among students in public senior secondary schools in Kogi State.

5.1 Conclusion

Based on the findings of this study, it was concluded that juvenile delinquency among public senior secondary school students in Kogi State is largely influenced by family, school, and peer-related factors. Inadequate monitoring and supervision by school authorities, poor classroom management, unconducive school environments, and association with delinquent peers were identified as major school and peer-related contributors. Similarly, family-related factors such as poor parent–child communication, lack of moral and social training at home, poverty, and limited parental supervision were found to significantly predispose students to delinquent behaviours.

The study further established that juvenile delinquency has far-reaching academic, social, and behavioural consequences, including poor academic performance, truancy, school dropout, destruction of school property, drug abuse, disrespect for elders and constituted authority, and involvement in violent and criminal activities. The study therefore concludes that effective control of juvenile delinquency in public senior secondary schools in Kogi State requires collaborative efforts from families, schools, peers, and the wider community, with emphasis on proper guidance, supervision, and value reorientation of students.

5.2 Recommendations

Based on the findings and conclusions of this study, the following recommendations were made:

1. School administrators should strengthen monitoring and supervision mechanisms within schools by enforcing school rules, improving classroom management practices, providing adequate learning facilities, and creating a conducive learning environment that discourages delinquent behaviours among students.

2. Parents and guardians should actively engage in their children's upbringing by improving parent–child communication, monitoring peer associations, and providing adequate moral, social, and emotional support to reduce students' vulnerability to delinquent behaviours.

3. Teachers should serve as positive role models and adopt effective guidance and counselling strategies to help students develop positive study habits, self-discipline, and responsible social behaviour.

4. Government and educational stakeholders should ensure the recruitment and continuous training of professionally qualified teachers and guidance counsellors, as well as

implement school–community partnership programmes aimed at addressing peer pressure, substance abuse, and other social risks associated with juvenile delinquency.

5.3 Contributions to Knowledge

1. This study on family, school, and peer influences on juvenile delinquency among public senior secondary school students in Kogi State has contributed meaningfully to the existing body of knowledge on adolescent behaviour and school discipline in Nigeria. The study has provided empirical evidence that juvenile delinquency among secondary school students is a multidimensional phenomenon shaped by interconnected family, school, and peer environments.

2. Specifically, the findings have expanded understanding of how parental supervision, parent–child communication, school management practices, classroom conditions, teacher professionalism, peer pressure, and neighbourhood characteristics collectively influence delinquent behaviour among students. The study further contributes by highlighting the academic, social, and behavioural consequences of juvenile delinquency on students and the school system.

3. Additionally, this research provides practical control strategies that emphasize collaborative roles of families, schools, and communities in addressing juvenile delinquency. These strategies offer valuable insights for policymakers, school administrators, teachers, parents, and guidance counsellors in developing effective intervention and prevention programmes. By situating the study within the context of public senior secondary schools in Kogi State, the research also serves as a useful reference for future studies on juvenile delinquency in similar socio-cultural and educational settings in Nigeria.

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