

**INFLUENCE OF DELINQUENT BEHAVIOUR ON ACADEMIC PERFORMANCE  
OF JUNIOR SECONDARY SCHOOL STUDENTS AS EXPRESSED BY TEACHERS IN  
ILORIN METROPOLIS**

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## **CERTIFICATION**

This research project work has been read through and approved as meeting with the requirement for the award of Nigerian Certificate in Education in the Department of Social Studies. School of Arts and Social Sciences, Kwara State College of Education, Ilorin.

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**Project Supervisor**

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**Date**

## **DEDICATION**

This research is dedicated to the Almighty God who created the universe and all that it certain and has made this journey a successful one. Glory is to God.

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Our immeasurable gratitude goes to Almighty God, for his shower of unlimited blessings throughout our years of study in the Kwara State College of Education, Ilorin.

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## ABSTRACT

*The influence of delinquent behaviour is rampant among junior secondary school students and this has become major academic and social concerns. Recently, delinquent behaviour has become more rampant leaving the society in fear. This study therefore, investigated the influence of delinquent behaviour on academic performance of junior secondary school students as expressed by teachers in Ilorin metropolis. The study also examined the influence of moderating variables of gender, religious affiliation, teaching experience, and highest educational attainments.*

*Descriptive survey research design was adopted for the study. Multi-stage sampling procedure was used to select a total of 180 junior secondary school teachers from the three selected local government areas in Kwara State. Two research questions were raised and eight hypotheses were generated and tested in the study. A researcher- designed questionnaire entitled “Influence of Delinquent Behaviour Questionnaire” (IDBQ) was used to gather data for the study. The instrument was validated and subjected to test re-test reliability which yielded a score of 0.83 and the hypotheses were tested using t-test and Analysis of Variance (ANOVA); all hypotheses were tested at 0.05 level of significance.*

*The findings of the study revealed that the major influence of delinquent behaviour on academic performance among junior secondary school students as expressed by teachers in Ilorin metropolis are: inadequate showing of parental love in the home, religious leaders aid and abet crime for money and fame, inadequate monitoring of students by teachers among others. The findings of the study also showed that there no significant differences on the influence of delinquent behaviour on academic performance of junior secondary school students as expressed by teachers in Ilorin metropolis based on gender, religious affiliation, teaching experience, and highest educational attainment.*

*Based on the above findings, the researcher recommended among other things that there should be proper planning and implementation of appropriate programmes and interventions in order to minimize the influence of delinquent behaviour. It is imperative to come up with prevention programmes that will help reduce the burden of delinquency among students, for this to be achieve, preventive programmes involving stakeholders must be instituted in order to reduce the number of students involved in delinquency.*

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the Study**

Academic performance is one of the most significant indicators of teaching and learning in the educational systems. Academic performance is the scholastic standing of a student at any given moment which could be explained in terms of grades obtained in a subject or subjects (Mekonnen, 2024). It is the grade assigned or awarded to students after series of teaching and learning exercises usually measured by continuous assessments or examinations (Mekonnen, 2024). As a dependent variable, academic performance is highly influenced by many factors such as interest, motivation, home education environment, parental socio-economic status and antisocial behaviour. The reality of good conduct among students is a result of decent behaviour. Behavior is the way an individual acts towards people, society, or objects (Kayne, 2022). According to Ogbonna (2018) who refers to discipline as when students are taught to respect the school authorities, to observe the school laws, and regulations and to maintain an established standard of behaviour. Discipline is the force that prompts students to observe the rules and regulations which are necessary for the attainment of educational goals. It is a factor that restrains students from engaging in disruptive behaviour or delinquent behaviour.

Delinquent behaviour has been defined by various experts and theorists in the field of sociology, philosophy and psychology. Delinquent behaviour is a global problem, which affects children of all social classes which vary from different religious beliefs to diverse ethnic groups. No area or group seems to be immune from it. Therefore, delinquent behaviour has been defined by Siegel, Larry, Welsh, and Brandon (2018) as the participation in illegal behaviour by minors (individual younger than the statutory age of

majority i.e. under 18 years). Most legal system prescribes specific procedures for dealing with juveniles, such as juvenile detention centres and courts (Ikeh, 2021).

Nearly every society since the dawn of history has looked on youth crime as a serious problem, and our society is not different. The underlining philosophy of juvenile justice as the history of child welfare in Nigeria became very interesting and of concern for all because it touches the whole society, government, home/family and all stakeholders. The trend in the study of this problem has moved gradually from the focus on physical and psychological composition of the individual to the influence of the social structure on an individual (Niyi, 2020).

Sociologists claim that delinquent behaviour is an outburst of unsocialized, original animal impulses and claim that delinquent behaviour as well as normal behaviour is a product of social environment which produces this behavior and might be primary issues such as family and peer group or secondary issue such as the society. Some studies tended to focus on the family while others have focused on the society for the explanation of delinquent behaviour (Oloruntimehin, 2020). Scholars who claimed that family structure is a major factor in the causation of delinquent behaviour worked on the assumption that, if the family background (especially the general atmosphere of the home and attitude of the other members of the family) is congenial for proper development of a child, it is likely that the child grow up to be law abiding (Niyi, 2020).

Delinquent behaviour is the resistant antisocial, illegal or criminal behaviour by children or adolescents to the level that it cannot be controlled or corrected by the parents, endangers others in the community and becomes the concerns of law enforcement agency (Adeboye, 2021). A delinquent is a person who is typically under the age of 18 and commit an act that otherwise could have been charged as a crime if they were an adult depending on the type and severity of the offence committed; it is possible for

person under 18 to be charged and tried as adult (Ikeh, 2021). Delinquency was established so that young law breakers could avoid the disgrace of being classified in illegal records as criminals. There is no doubt that various experts can give us many theories as to the factors influencing for delinquent behaviour, including ones economic background, substance abuse, repeated exposure to violence, delinquency group, increased availability of firearms and media violence (Adeboye, 2021).

Delinquent behaviour is difficult and intimidating problem in our society today. Event and findings show that it is not only young ones who are delinquent, adult also can be delinquent. Research shows that delinquent are homogeneous group and they did not possess unique personality traits (Prescott, 2018). In fact it seems more delinquent exist today in our society that are recognized. This is perhaps because the standard of morality and ethic in the society has become so low that many more delinquent children seem to get away with act of delinquency. Researcher like (Walklate, 2018) has revealed the certain areas which are developing within humans mind are centre of aggression. The violence is learnt from many areas of life such as house, on the street, and from the media, this is an indication that the potential for rebellion is apparently already present in psychological construction of human beings. Although a child did not inherit evil from birth, the potential for most certainly come into mind at early date. Many believe that juvenile delinquency has a distinctive causes or factors. Some blame poverty, the government, society while other finds the cause of delinquent acts within warped personalities of the offender. However, some newspapers and journals has also publish that home or parent are to be blame, schools and teachers are fault, or that churches and mosques have in some way failed to meet the needs of the youngsters (Olowe, 2021).

The development process in all areas that is rapidly increasing nowadays sometimes has an impact on the neglects of certain aspects of society. Nigeria society currently faced with the process of transformation of moral and social values as a result of rapid growth of technology modernization,

globalization, communication and the flow of information from both printed and electronic media. The progress and development of the times from time to time not only have positive effect but also negative ones; one of the impacts created is crime (Delisi, 2020).

The issue of delinquent behaviour is an age long problem and it seems that the delinquency of the past cannot be compared with that of the present era. The antisocial behaviour often associated with delinquents, such vices are vandalism, alcohol abuse, rape, drug abuse, school drop-out, weapon carrying, bullying, school violence, examination malpractices, cultism, truancy etc. Obviously, unless something is done to roll back the wave of delinquent behaviour, the prospect of a better, safer and more prosperous and crime free society emerging in Nigeria will remain elusive (Sanni, Nsisong, Abayomi, Odo, & Leonard, 2020).

Delinquent behaviour has become a controversial and tropical issue of the world. Over the century's frantic effort have been made to trace its origin, scope, types, incidence, effects, prevalence, causes or factors, and possible solutions. In view of the following therefore, this study will be conducted to examine the influence of delinquent behaviour on academic performance of junior secondary school students as expressed by teachers in Ilorin metropolis.

### **Statement of the Problem**

Delinquent behaviour is an enduring and re-occurring social event which affects not only children and parents, but also the society as a whole. Despite the fact that there are many innovation and rehabilitation programmes towards junior secondary school education which the federal, state, and local governments have embarked upon in order to reduce the occurrence and prevalence of delinquent behavior

among students, it seems that delinquent behaviour is now a thing of fashion and morality has lost its origin among students in most of Ilorin schools.

It is observed that students engage in sexual promiscuity which leads to unwanted pregnancies, abortion and even the death of the students. The students who also engage in alcohol consumption are usually not discipline and they use abusive languages towards their teachers, elders, and fellow students and these students often involve in thefts, destruction of school properties and so on. The menace need to be checked since youths are expected to be leader of tomorrow.

To this end, this study is to examine the influence of delinquent behaviour on academic performance of junior secondary school students as expressed by teachers in Ilorin metropolis. Specifically, the study seeks to investigate the following:

1. To find out if there were differences in the expression of the teachers based on gender, religion, educational level, and teaching experience.
2. To investigate characteristics leading to delinquent behaviour among junior secondary school students.
3. To examine causes of delinquent behaviour among junior secondary school students.
4. To examine how delinquent behaviour causes poor academic performance among junior secondary school students

### **Research Questions**

The following research questions were raised based on the problem:

1. What are the significant differences in the influence of delinquent behavior on academic performance of junior secondary school students as expressed by teachers on the basis of gender, religious affiliation, highest educational attainment, and teaching experience?
2. What are the influences of delinquent behaviour among junior secondary school students?
3. What are the characteristics leading to delinquent behaviour among junior secondary school students?

### **Research Hypotheses**

The following null hypotheses were generated to guide the conduct of this study:

1. There is no significant difference between the influence of delinquent behaviour and the academic performance of junior secondary school students as expressed by teachers based on gender.
2. There is no significant difference between the influence of delinquent behaviour and the academic performance of junior secondary school students as expressed by teachers based on religious affiliation.
3. There is no significant difference between the influence of delinquent behaviour and the academic performance of junior secondary school students as expressed by teachers based on highest educational attainment.
4. There is no significant difference between the influence of delinquent behaviour and the academic performance of junior secondary school students as expressed by teachers based on teaching experience.

## **Significance of the Study**

The study would be of relevant to government in order to know the influence of delinquent behaviour on academic performance of junior secondary school students, the skyrocketing number of the delinquent students, and possible solutions to minimize or eradicate this act.

The findings of the study would also assist parents to be informed about delinquent behaviour, to easily identify a child with a deviant behaviour, to know that they are one of the influences of delinquent behaviour and to be able to help their children with such act. It would help the guidance counsellors to identify the factors influencing delinquent behaviour and how they directly or indirectly affect the welfare and well-being of students in a school setting and the study will serve as a veritable tool to school counsellors in tackling problems that are associated with delinquent behaviours in our junior secondary schools.

The findings of this study would help teachers to be able to identify student with delinquent behaviour, and also be able to curb this deviant behaviour. The research work may also be helpful for curriculum developers with its current information which can be included in the curriculum. The study will also serve as a useful companion for social workers in their activities in the remand homes. And for the individual to be able to identify delinquency in students and also be able to proffer solutions to the act.

## **Scope of the Study**

This study investigated influence of delinquent behaviour on academic performance of junior secondary school students as expressed by teachers in Ilorin Metropolis. A self-developed instrument titled “Influence of Delinquent Behaviour Questionnaire” (IDBQ) was used to collect relevant data from the respondents. In the process of the conduct of this study, moderating variables such as gender, religion,

highest educational attainment, and teaching experience were considered. In this study, descriptive survey type was employed. Analysis of Variance (ANOVA) and t-test statistical measures was used to analyze the hypotheses generated for the study.

### **Operational Definition of Terms**

The following terms are operationally defined as used in this study:

**Delinquent Behaviour:** refers to actions that violate social norms and laws exhibited by young adults.

**Students:** refers to those who attended schools at junior secondary school level.

**Influence:** refer to certain things that cause delinquency in students.

**Teachers:** refers to those who teach in junior secondary schools.



## **CHAPTER TWO**

### **REVIEW OF THE RELATED LITERATURE**

#### **Preamble**

Delinquent behaviour has been on increase in the recent times. This increasing wave of delinquent behaviour is a global phenomenon and has become a matter of concerns to teachers, social workers, parents, community leaders, guidance counsellors, psychologists, and the general public. This chapter presents review of related literature on influence of delinquent behaviour on academic performance of junior secondary school students as expressed by teachers in Ilorin metropolis. The review was done under the following sub-headings:

- **Conceptual Framework**
- **Theoretical Framework**
- **Related Empirical Studies**
- **Appraisal of Literature Reviewed**

#### **Conceptual Framework**

##### **Concept of Delinquent Behaviour on Academic Performance**

It should be noted that delinquents are minors who are in conflict with the law. The Nigeria constitution of 1999 of the federal republic of Nigeria as amended defines delinquent behaviour as a crime committed by a young person under the age of 18 years as a result of trying to comply with the wishes of his peers or to escape from parental pressure or certain emotional stimulation. According to Encyclopedia

Britannica (2018), delinquent behaviour implies conduct that does not conform to the legal or moral standards of society. It usually applies only to acts that if performed by an adult would be termed criminal. It is distinguished from a status offence. It is a term applied in United States and other national legal system to acts considered wrongful when committed by a juvenile but not when committed by an adult. In United States, a delinquent is a person who is typically below 18 (17 in New York, North Carolina, New Hampshire, and Texas) years of age and commits an act that otherwise would have been charged as a crime if they were an adult (Siegel, Larry, Welsh, & Brandon, 2018).

Students are looked upon as people with behavioural challenges that are inimical to society. By extension this is to say that failure to toe this option will see such students graduating into violent youths and subsequently adults with criminal career in the society. The earliest code of law (code of Hammurabi) took specific note of the duties of children to parents and prescribed punishment for violation (Etifit, 2022).

Sanni, Nsisong, Abayomi, Odo, and Leonard (2020) defined delinquent behaviour as a criminal behaviour among young people as they negotiate the transition from childhood to adulthood in an increasingly complex and confusing world.

The need to achieve positive academic performance is considered very important. As a result, most students tend to adopt various approaches that would enable them achieve high performance in their academic activities. Some of these approaches have been considered illegitimate. This situation has grossly affected the performance of students in various subjects in school. It has been observed over the years that academic performance of students in the educational system particularly the secondary school system has been declining at an alarming rate (Ukpelisho, Unimna & Bassey, 2018). They further observed that majority of our students in recent times finished their secondary education yet they can neither read nor

write with ease, nor express themselves without difficulty. This implies that students' academic performance is a measure of the extent to which students perform poorly or highly in accomplishing educational standard set by the school or the government at a given period (Ukpelisho, Arop & Unimna, 2018). Therefore, students' academic performance in school has become a common concern of parents, teachers, counsellors, social workers, policy makers and psychologists. According to Bello (2018), parents devote a lot of resources to their children's education because they believe that good academic performance will provide a stable future for them. Uwaifo (2018) attributes the cause of poor academic performance of children to a combination of personal and social influences. The personal influences include the level of individual's intelligence, knowledge and ability while the social influences are family or parental influence, religion, culture, school and peer group.

Education has long been identified as a tool for national development because of its potentials in developing human resources. Education is a key factor in social mobilization, evolution and progress. Education is also believed to enhance an individual's capacity to contribute to his society's advancement. This explains the high premium and the huge investment placed on it and the impetus to expand educational opportunities by various governments. Consequently, every society utilizes education as a means of developing the abilities of its citizens to the full in order to earn a living in a congenial way as possible (Oden,2018).The antecedence of success and failure in the school system has been the subject of much concern in recent years. Parents as one of the major critical stakeholders in education need to understand the developmental pattern of their children. This will enable them to use the appropriate rearing methods at each stage and also devise means of dealing with their numerous academic problems (Odok, 2018).

In every society, there are sets of norms, which members are expected to observe. However, not every member of the society abides by these norms. Today, more than ever, the issue of students' delinquent behaviour pricks at the conscience of many societies as it has become an endemic problem facing various families. Bello (2018) observes that delinquent behaviour have assumed an alarming proportion in Nigeria. Nigerians are disturbed and anxious as they are concerned with the various forms of delinquent behaviour that the youth and teenagers involve in. Certain delinquent behaviours have been observed to impact on the academic performance of students in school.

Asu (2019) posited that truancy is a form of delinquent behaviour influencing students' academic performance in various subjects. It has been observed that some students deliberately stay away from school without any good reason. This act prevents them from attending lessons and subsequently performing poorly. Drug abuse has been seen as another form of delinquent behavior among teenagers in school. Some youth engage in the use of various forms of illicit or banned substance that usually impair their reasoning. The abuse of certain drugs including cigarette, marijuana, cocaine, and other substances interfere with their behaviour pattern and affect their level of concentration in the classroom (Bello, 2018).

Lateness to school is a delinquent behaviour that has impacted students' academic performance negatively in most cases. Students who arrive in school after the stipulated time often miss several lessons because of lateness (Bello, 2018). Once late, most of the teaching and learning activities will elude the child, therefore putting him in a disadvantaged position as compared to his counterparts who arrived earlier. This can affect their academic performance negatively. The study is therefore concerned with investigating the influence of delinquent behaviours on academic performance of junior secondary school students as expressed by teachers in Ilorin metropolis.

## **Types of Delinquent Behaviour**

According to Steinberg (2018), delinquent behaviour can be separated into three categories.

1. Delinquency: - crimes committed by minors who are dealt with by the juvenile courts and justice system.
2. Criminal behaviour: - crime dealt with by criminal justice system.
3. Status offences: - offences that only classified as such because one is a minor, such as truancy, underage smoking, property crimes, and violent crime also dealt with by the juvenile courts.

According to the developmental research of Moffitt (2018), there are two different types of offenders that emerge in adolescence. One is the repeated offender, referred to as life course-persistent offender, who begins offending or showing antisocial or aggressive behaviour in adolescence (or even childhood) and continues into adulthood; and age specific offender, referred to as the adolescence-limited offender, for whom juvenile offending or delinquency begins and ends during their period of adolescence. Because most teenagers tend to show some form of antisocial or delinquent behaviour during adolescence. It is important to account for these behaviours in childhood in order to determine whether they will be life-course persistent offenders or adolescence-limited offenders (Moffitt, 2018). Although adolescence-limited offenders tend to drop all criminal activity once they enter adulthood and show less pathology than life-course persistent offenders, they will show more mental health, substance abuse, and financial problems, both in adolescence and childhood than those who were never delinquent.

Acts of delinquency may include the following:-

1. Aggressive and thoughtless
2. Visiting gambling centres

3. Uses of vulgar languages
4. Spending idle time beyond limits
5. Cause destruction of properties in the school
6. Stealing various types of properties
7. Wandering about rail roads, market places, streets
8. Violate social norms
9. Running away from home without the permission of parent
10. Habitual truancy beyond the control of parents etc.

### **Influence of Delinquent Behaviour**

Criminologists, counsellors, psychologists, sociologists and the world over have long debated the various influence of delinquent behaviour. George (2018), observed that over the past ten years, the number of juvenile court cases have double in West Africa. Also as at 2020, the Nigerian prison service alone has 811 juveniles in borstal institutions in Nigeria located in Ilorin, Abeokuta, and Kaduna (Muazu, 2020). In a similar report, united nation children emergency fund noted that increasing numbers of young Nigerians are getting involved in criminality (Unicef, 2018). It has been stated that each year, over two million young people come in contact with the juvenile justice system in Nigeria (Ayeni, 2022).

However, the following are some of the influences that have been and are considered viable from theoretical and practical perspective.

#### **1. Low self-esteem**

There is evidence in the research to demonstrate that low self-esteem may also be one of the contributing influences to delinquent behaviour. However, one must be careful to understand how self-esteem factor into delinquent behaviour for not all children and youth who experience

low self-esteem necessarily fall into this pattern of behaviour. One critique of Kaplan's self-derogatory theory of delinquency notes that it is based primarily on the assumption that people want to feel good about themselves and will engage in behaviour that will boost their self-esteem (Mason, 2021).

The notion that people want and need to feel good about themselves is not particularly new. In Kaplan theory however, young people are emotionally vulnerable when young people experience rejection by their peers, some react by seeking out deviant peers in order to be accepted by the people of their own age "boys and girls who are rejected by mainstream reference groups will experience lowered self-esteem, decreased commitment to the reference group, and increased motivation to establish deviant peer associations based on involvement in delinquent behaviour" (Mason, 2021).

## 2. Family/parental factor

Researches indicate that various exposure to violence within the family or outside the family are important source of delinquencies. In other words, if violence encompasses all emotional environmental aspects of the juvenile life, he/she is more likely to engage in delinquent activities (Hagan & Foster, 2021).

A long history of research has further linked family dysfunction with future criminal offending in part, because parents monitor and provide nurturance to children. It is thought that the loosening bonds among family members may result in more criminal involvement. In most cases, delinquents have been viewed as individuals who come from less intact families often referred to as "broken home".

Typically, the term "broken home" will be operationally define to mean children residing in single parent household or any type of household other than the household in which both biological parents reside in the household with biological children. "Intact family arrangement

“differs from other modern day family arrangement including single parent arrangements, two parent arrangements including a step parents, extended family arrangements and the adoptive or foster family arrangements (Kierkus & Baurer,2022).

A study of Demuth and Brown (2020), demonstrates that broken homes are associated with delinquency but also that family arrangements are not just a broken homes issue. Specifically, the researchers found that level of delinquency among children residing with their fathers due mainly to inadequate parental involvement in a teenager’s life. Demuth and brown drew the inference that overall the lack of supervision and the absence of close relationships between the teenager and his parents are causative factors that influence delinquency. Demuth and Brown (2020) suggested that parental supervision and parental bonding lead to delinquency.

### 3. Trauma

The national child traumatic stress network has conducted research on the relationship between traumatic events in a young person life and delinquent behaviour. A sad and unfortunate reality of life in our modern world is that too many children and young people are abused and traumatized every day. The abuse may vary in nature as physical, sexual or psychological or as a combination. Another truly sad fact of childhood trauma is that it often involves someone, the child has become come to know and trust such as parent, sibling, teacher, baby sister, relative care giver. This violation of trust only multiplies the effect of the trauma or abusive. Data is available on the correlation between delinquent behaviour and traumatic or abusive incidents through the national survey of adolescence (Kilpatrick, Saunders & Smith, 2023). The survey reveals that over 47% of boys who are sexually assaulted will go on to commit delinquent acts, almost 20% of girls who are sexually assaulted will go on to commit delinquent acts, and almost 30% of girls who are physically assaulted will commit an act of delinquency. The research indicate that boys and girls who have been neither physically nor sexually assaulted also commit delinquent acts but



at a significantly lower rate than their peers who have been assaulted in some manner (Siegfried & Kelly, 2018).

#### 4. Peer rejection

Peer rejection in childhood is also a large predictor of delinquency. Although children are rejected by peers for many reasons, it is often the case that they are rejected due to violent or aggressive behaviour. This rejection affects the child ability to be socialized properly, which can reduce their aggressive tendencies, and often leads to gravitate towards antisocial peer groups. This association often leads to the promotion of violent, aggressive, and deviant behaviour. The impact of deviant peer group influence on the crystallization of an antisocial development trajectory has been solidly documented. Aggressive adolescents who have been rejected by peers are more likely to have a hostile attribution bias, which lead people to interpret actions of others (Whether they will be hostile or not) as purposefully hostile and aggressive towards them. This often leads to impulse and aggressive reaction. Hostile attribution bias however, can appear at stage during development and often lasts throughout a person life (Bartol, Curt, Bartol, & Anne, 2019).

#### 5. Peer influence

This refers to the power of influence the age group members exert on a child. Through which the child learns certain misbehaviours which the individual to commit crime (Warr, 2022).

#### 6. Personal influence

This refers to child endowment, exposure, habit, mannerism, and experiences that predispose him to commit crime (Miller & Lynam, 2018).

#### 7. Religious influence

This refers to the roles and activities of religious leaders and whereby they hide under the name of God to perpetrate many other individuals to be involved in crime (Saka, 2020).

#### 8. Media influence

This refers to certain antisocial behaviours learnt from watching television, films cable networks, recorded tapes and compact discs, or from hearing certain influencing slogans, music, and messages on the radio which has powerful influence on a child to practice such behaviours which may eventually become a habit and predispose a child to commit crime (Animashaun, 2018).

#### 9. School based influence

This refers to learning deficiencies, negative attitude towards teaching and learning as well as certain school influences that affect learning and which can influence a particular student to commit crime (Gesinde, 2021).

#### 10. Economic influence

This refers to various kinds of financial hardships, handicaps, problems, and the associated consequences that can influence a child to commit crime (Medahunsi, 2021).

#### 11. Political influence

This refers to anomalies traceable to the government. People in power as well as the political class which can induce an individual to be involved in certain criminal activities (Rose, 2023).

### **Consequences of Delinquent Behaviour**

Different action always has a price. Students that commit delinquent behaviour will suffer some losses as a lad who engages in antisocial behaviour. The study will shed more light on the consequence that delinquency have on juvenile.

*Consequences on the Community:* There is a correlation between delinquency and drug abuse, gang involvement, alcohol abuse and sexual behaviour, all of these are challenges on the

communities thereby making neighborhood unsafe and costing large amount of public money to be spent for the law enforcement agents and school safety (Ikeh, 2019).

Young people who commit serious crime before they are years old challenge the future for everyone involve. They may be acting out to protest, perceived abuses that have been perpetrated against them. They may believe that there is no future outcome for them outside of a life of crime. They may be expressing anger or frustration directed against another personal or group or looking for approval from gang, whatever the motive, delinquent behaviour affect many Nigerians, individuals, families and communities (Ikeh, 2019).

Delinquency carries high cost in Nigeria. These cost can be measured in term of money spent and lost, as well as moral cost by the society and the government in forced to pay for increased in policies, as well as the cost of entire judicial system process such as Prison, juvenile halls, court frail medical cost whenever a citizen is remove from a society and place in a juvenile jail, as the person will no longer be functional and be a contributing person in the society (Olowe, 2021).

*Consequences on the Victim:* The obvious people affected by delinquency are victims whether the crime involves theft, violence or vandalism, the victims always suffer the loss. The eviction may incur expense related to loss of wages, health care, or psychological care. In addition to the cost of replacing damaged items. A juvenile who commit a crime also suffer that he/she will probably unable to predict. He or she may lose his/her freedom while being imprisoned. The juvenile may lose ground academically as well (Olowe, 2021).

*Consequences on the families:* The trauma of having family member who is juvenile can create instability for the other relatives, not only that the family have to cope with the needs of a child who is in trouble, but they may also have to raise large amount of money to pay for lawyers. In

addition, the family has to face ethical issues of responsibility to the evictions of the child crime. And also give bad names to the family (Olowe, 2021).

### **Prevention of Delinquent Behaviour**

Every single person is affected by delinquency. It affects parents, teachers, neighbours, and families. It affects the perpetrators, victims of the crime. Due to these many consequences of delinquent behaviour, there is a need to prevent it from reoccurring.

The prevention of delinquency according to the office of the United Nation High Commission for Human Right (1990) outlined the following ways to prevent delinquency.

#### **1. Fundamental principles**

- The prevention of delinquency is an essential part of crime prevention in society. By engaging in lawful, socially useful activities and adopting a humanistic orientation towards society and outlook on life, young person can develop non- criminogenic attitudes.
- A child- centred orientation should be pursued. Young persons should have an active role and partnership within society and should not be considered as mere objects of socialization or control.
- The successful prevention of juvenile delinquency requires efforts on the part of entire society to ensure the harmonious development of adolescents, with respect for and promotion of their personality from every childhood.
- The provision opportunity in particular educational opportunities, to meet the varying needs of young persons and to serve as a supportive framework for safeguarding the

personal development of all young persons, particularly those who are demonstrably endanger s or at social risk and are in need of special care and protection.

- The wellbeing of young persons from their early childhood should be the focus of any preventive programmes
- Official intervention to be pursued primarily in the overall interest of the young person and guided by fairness and equity.

## 2. General prevention

- Well defined responsibilities for the qualified agencies, institutions and personal involved in preventive efforts.
- Youth participation in delinquency prevention policies and process, including recourse to community resources, youth help and victim compensation and assistance programmes.
- Community involvement through a wide services and programmes.
- In-depth analysis of the problem and inventories of programmes, services, facilities and resources available.
- Mechanisms for the appropriate coordination of preventive efforts between governmental and non-governmental agencies.

## 3. Social policy

- Programmes to prevent delinquency should be developed on the basis of reliable, scientific research findings, and periodically monitored, evaluated and adjusted accordingly.
- Generally, participation in plans and programmes should be voluntary. Young Persons themselves should be involved in their formulation, development and implementation.

#### 4. Legislation and juvenile justice administration

- Governments should enact and enforce specific laws and procedures to promote and protect the rights and wellbeing of all young persons.
- Legislation should be enacted and strictly enforced to protect children and young persons from drug abuse and drug traffickers.
- Legislation preventing the victimization, abuse, exploitation and the use for criminal activities of children and young person should be enacted and enforced.
- No child or young person should be subject to harsh or degrading correction or punishment measures at, in schools or any institutions.
- Legislation and enforcement aimed at restricting and controlling accessibility of weapons of any sort to children and young persons should be pursued.

#### 5. Research, policy development and coordination

- The exchange of information, experience and expertise gained through projects, programmes, practices and initiatives relating to youth crime, delinquency prevention and juvenile justice should be intensified at the national, regional, and international levels.
- Collaboration should be encouraged in undertaking scientific research with respect to effective modifies for youth crime and juvenile delinquency prevention and the finding such research should be widely disseminated and evaluated.

### **Theoretical Framework**

A theory can be described as a postulation resulting from experience or scientific endeavour. Theories provide basis for actions and serves as a guide in the day to day activities of a profession. A theory performs two functions, it explains and predicts behaviour.

There are many different theories that have contributed towards the understanding of delinquent behaviour. These theories falls under three categories:-

1. Sociological theories
2. Biological theories
3. Psychological theories

#### 1. Sociological theories

The sociological theories of delinquent behaviour include the strain theory, labeling theory, social learning theory, differential theory, social disorganization theory, self-control theory, social bond theory.

##### Strain Theory

The strain theory states that when a child has goals but is unable to achieve the goals set before them in a legitimate way, the individual will find illegitimate ways of achieving his/her goals (Title, 1995). Strain theory is associated with work of Robert Merton (1957). Merton proposed that a society instills in its citizenry aspirations for upward mobility and a desire for selected goals. However, when legitimate avenues to goal attainment are blocked, anomie or strain sets in, which in turn compels the individual to violate the law in order to attain these goals. Lower – class persons are viewed by Merton as more susceptible to the ravages of anomie because they are more regularly wanted in their efforts to participate in the economic rewards of the wider society (Broidy, 2001).

Merton (1957) assumed in his theorizing that human beings are conforming organisms who only violate the law when the disjunction between the goals and means become so great that the individual believes he/she can no longer pursue socially sanctioned goals via legitimate channels society and certain social variables are, according to strain theorists, responsible for the

majority of crime being committed in the world today. According to Merton, a society that emphasize goals over the means to obtain these goals, and that restricts access to opportunities for legitimate advancement, is establishing the conditions for anomie and future criminality. Strain theorists have long argued that once a person is removed from a situation of anomie or frustration, negative behaviour will recede.

### Labeling Theory

The labeling theory focus on defining an individual as a criminal or non criminal. When a person is labeled a criminal by the justice system that a person begins to behave that he/she is really a criminal and identities him/herself identity. Another driving factor of the labeling theory is that individual will look for the type of reactions that their behaviour receives from others. Once an individual has been labeled, he or she becomes a social outcast and begins to rebel, in order to live up to his/her identifying label (Tannenbaum, 1938).

Labeling theory states that once young people have been labeled as a criminal they are more likely to offend. The idea is that once labeled as deviant, a young person may accept that role, and be more likely to associate with others who have been similarly labeled (Eadie & Morely, 2003).

Labeling theorists say that male children from poor families are more likely to be labeled deviant, and this may particularly explain why there are lower class young male offenders (Walklate, 2023).

### Social Learning Theory

In 1977 albert bandura, a stanford university psychology professor, published social learning theory in which he postulated that human learning is a continous reciprocal of cognitive,



behavioural and environmental factors. Sometimes called observation learning, social learning theory focuses on behaviour modeling, in which the child observes and then imitates the behaviour of adults or other children around him or her (Wiesner, Cappaldi, & Patterson 2020).

In his research on social learning theory, Bandura studied how violence portrayed in mass media can have a tremendous negative impact on the behaviour of certain types of children watching television shows. What he noted was that some children will observe and then imitate the behaviour of the characters on the television screen. From these observations, we can conclude that delinquent behaviour is the result of imitation of aggressive action. Bandura determined that certain types of children learn to perform violent and aggressive actions by observing and then modeling the behavior after what they have seen. He referred to this as direct learning instantaneous matching of the observed behavior to them modeled behaviour of (Wiesner, Cappaldi, & Patterson, 2020). Social learning theory posits that juveniles engage in crime the same way they conform to other behaviour by watching and modeling others behaviours. A juvenile family and peer group is the most important models of behavior and they teach him or her how to interact with the world.

Therefore, social learning theory states that learning can occur through the simple process of observing and imitating other activities.

#### Differential association theory

The theory of differential association also deals with young people in a group context, and looks at how peer pressure and the existence of gangs could lead them into crime. It suggests that young people are motivated to commit crimes by delinquent peers, and learn criminal skills from them. There is strong evidence that young people with criminal friends are more likely to commit crimes themselves (Wiesner, Cappaldi, & Patterson, 2020). However, it may be the case that

offenders prefer to associate with another rather than delinquent peers causing someone to start offending.

### Social disorganization theory

Refers to the failure of social institution or social organizations, such as businesses, schools, and police stations, neighbourhood or in communities. McKay and Shaw (2018) posited that the following concepts are part of social disorganization theory. Crime and delinquency are caused by social influences. Components of the society are unstable and thereby cause disorganization and conflict. Instability and its effects are worse for those in lower classes. Finally, human nature is basically good but vulnerable to temptation. Students in lower class have no other opportunities than to chaos and disorganization offered to them.

### Self-control theory

Self-control theory is also known as general theory of crime. It emerged through the evolution of social control theory. Just as Hirschi had built control theories with his introduction of social control. Gottfredson and Hirschi further developed their conception of the causes of crime and encapsulated it within a new theory; the general theory of crime. While control theory emphasizes the importance of social bonds as an insulating factor against criminal involvement, the general control of crime posits that low self-control is a key factor underlining criminality. This newer control theory is often referred to as self-control theory due to its focus in this aspect of other theories to form the general theory of crime. Borrowing notion from routine activities theory, rational choice theory and other psychological and biologically based social theories of crime.

## Conflict Theory

Drawing from Marxist theories, conflict theories believe that crime is the cause of social and economic forces within a society. They believe that they are rich and powerful to run the criminal justice system, in which court jails the poor and powerless people in society. Morality and laws are placed upon the disadvantage by the powerful people with no say from the disadvantage groups. Conflict theories see some crime as revolt rather delinquency. Some students may protest, sit-ins, steal from the rich or steal money to survive poverty and a low socio-economic status. Focus on crime before they happen.

## Rational choice theory

Classical criminology stresses on causes of crime which lies within the individual offenders, rather than in the external environment for classicist, offenders are motivated by rational self-interest and the importance of freewill and personal responsibility is emphasized.

## Sub-cultural Theory

Related to strain theory is sub cultural theory. The inability of youth to achieve valued status and goals result in groups of young people forming deviant or delinquent sub culture which have their own (Eadie & Morley 2003). The notion of delinquent sub cultured is relevant for crimes that are not economically motivated. Male gang members could be arguing to have their own values such as respect for fighting agility and daring. However, it is not clear how different this make them from ordinary non law breaking young men.

## Social Control Theory

Social control theory gained prominence during 1960 as sociologists sought different conceptions of crime. It was during this period that Travis Hirschi put forth his innovative rendering

of control theory, a theory built upon existing concepts of social control. Hirshi social control theory asserts that ties to family, school and other aspect of the society serve to diminish ones propensity for deviant behaviour. As such, social control theory posits that when such bonds are weakened or are not well established. Control theorists argue that without such bonds, crime is an inevitable outcome (Lilly, 1995).

Unlike other theorists that seek to explain why people engage in deviant behaviour, control theorists take the opposite approach, questioning why people refrain from offending (Akers & Sellars, 2004).

## 2. Biological theories

Biological theories revolve around the idea that individuals are predisposed to commit crime. Cesare Lombroso is considered to have contributed the major theory called postivism (Champion, 2004). His idea stated that individuals who commit crimes had inherited certain biochemical and genetic factors. Furthermore, he states that criminals tend to have certain physical features that are considered a predisposition to commit crimes, such as sloping large earlobes or foreheads (Champion, 2004) Another criminalist, scheldon stated different body types made individuals to commit crimes because they were athletic, as opposed to the physic of an endomorph, a fat person (Champion, 2004).

Another biological theory that has come into play would be the XYZ theory. This theory uses the idea in which genetic abnormalities within the chromosomes can lead to violent and criminal behaviour (Champion, 2004).

It has been determined when individuals have this abnormality; criminal activity and aggressiveness have been present. This type of abnormality is typically rare and cannot be sufficient when predicting criminal behaviour in individuals (Champion, 2004).

### 3. Psychological Theories

Psychological theories focus on the individuals conditioning processes. They include:-

A. Psychoanalytic theory

B. Behavioural theory.

#### A. Psychoanalytic Theory

Psychoanalytic theory is based on Sigmund Freud's components; id, ego, superego (Champion, 2004). The id is the drive for immediate gratification and can explain delinquency acts such as shoplifting or burglary. Also, the psychoanalytic approach that traumatic experiences during early childhood can prevent the ego and superego from developing properly (Champion, 2004).

#### B. Behavioural Theory

Behavioural theory was studied by J. Watson, I. Pavlov and B. F Skinner. It describes the outcomes on occurrence of such behaviour in the future. Operant conditioning developed by Skinner is one of the learning methods according to which the likelihood of behaviour is increased by the use of reinforcement or punishment. In case of positive reinforcement certain behaviour becomes stronger by the effect of experiencing some positive conditions. In case of negative reinforcement certain behaviour becomes stronger by the outcome of stopping or staying away from some negative condition. In case of extinction a certain behavior becomes weaker by the outcome of avoiding some positive condition or stopping some negative condition.

Negative, positive reinforcements and extinction strengthen certain kinds of behaviour of individuals. Punishment is a big form of operant conditioning used all over the world. When people are punished, it is to decrease that certain behaviour produced by individual. Therefore,

behavioural theory refers to conditioning which leads to different behavioural pattern of juvenile offenders.

### **Related Empirical Studies**

Etifit (2022) carried out a research on the nature and consequences of juvenile delinquency in Nigeria: A case study of Enugu North L.G.A, Enugu State. The findings showed that 50% of the respondents viewed that biological makeup are what make juvenile commit crime, 45% of respondents felt that parental makeup are capable of influencing juvenile and push him or her to commit crime, 5% of the respondents were of the opinion that juvenile engage in criminal act as a result of societal makeup.

Oloruntimehin (2023) was concerned on the study of juvenile delinquency in a Nigerian city “Ibadan”. She found out that 64% of juveniles are involved in delinquent acts. Niyi (2020) examined factors responsible for juvenile delinquency in Nigeria: A case study of selected primary schools in Ikorodu, Lagos State, Nigeria. The study found that about 50% juveniles are involved in delinquent behaviours such as cruelty, bullying, fighting, vandalism, roughness during games, use of foul languages, stealing, lying, cheating, examination malpractices, gambling, truancy, drug abuse, noise making, disobedience, stubbornness, apathy, untidiness, failure to wear correct uniform, reading of pornographic materials, sexual immorality, mob action, loitering, carrying of weapon, and other forms of aggressive behaviours.

However, it is on the basis of these alarming issues that this study is set to investigate the influence of delinquent behaviour on academic performance of junior secondary school students as expressed by teachers in Ilorin metropolis.

## **Appraisal of Literature Reviewed**

The literature review shows that delinquent behaviour is a global problem which affects children or young person of various religious beliefs, cultural and socio-economic background. It also implies that delinquency as a wrong doing by a young person.

It was revealed that types of delinquent behaviour can be categories to delinquency, criminal behaviour, and the status offences. Acts of juvenile delinquency among students are aggressive and thoughtless, visiting gambling centres, uses of vulgar languages among others. The influence of delinquent behaviour has been attributed to low self-esteem, family factors, trauma, peer rejection, peer influence, personal, religious, media, school based, economic, and political factors. The literature reveals that delinquent behaviour has consequences such as on the community, families, and victims. On the community, student that is delinquent has put the neighbour in danger by making them unsafe and costing large amount of public money to be spent on law enforcement agents and for school safety. Additionally, consequences on the families, student that involve in antisocial behaviour create instability for the relative, this may be in providing or raising large amount of money to pay for lawyer or face ethical issue of responsibility of the evictions of child crime. Thirdly, consequences on the victim, victim that involve in vandalism, theft, violence suffer some loss of eviction, health care, expulsion in school and so on.

The literature also revealed that the Office of the United Nations on Human Right has discussed the prevention measurement against delinquency such as fundamental principles, general prevention, social policy, legislation and juvenile justice administration, and research, policy development, and coordination.

It was also revealed in the literature that various theorists have postulated different crime theories that are applicable to delinquent behaviour which are mainly classified under sociological, biological, and psychological theories. They set propositions about the concepts and ideas about what provide us an insight on what is belief to be true about the process of delinquency.

Several researches have been conducted on influence of delinquent behaviour on academic performance of students but it should be noted that what is obtainable some years back may not be obtainable today because of the permeating nature of the world. Everyone is sitting on a key of gunpowder if the needful is not done to control the menace of delinquent behaviour among students. Although some researches have been conducted on this social phenomenon, there are still flaws in our understanding, some of the previous researches focused on gender and age as moderating variable. However, none have focused on religion, teaching experience and highest educational attainment. Since none actually focused on influence of delinquent behaviour on academic performance of junior secondary school students as expressed by teachers in Ilorin metropolis, it is hoped that the present study will provide useful insights into this social phenomenon.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **Preamble**

This chapter covers the general procedure for the conduct of the study. It focuses on the research design, population, sample, and sampling procedure, instrumentation including its psychometric properties, administration and collection of data, scoring and method of data analysis.

#### **Research Design**

The research design that was employed in this study is descriptive survey. It involves observation and careful studying of existing features of a particular event. Descriptive design implies studies carried out involving careful examination of the nature, characteristics and types of the particular phenomenon being studied while survey implies a method of data gathering for a quantitative research with the use of questionnaire being administered on a representative sample selected from the identified population targeted for the study. Beard and Verma (2022) also observed that descriptive method has the advantage of being an effective way of collecting data from a large number of sources. This study employed the use of a questionnaire for data gathering, therefore, descriptive survey design was deemed appropriate.

#### **Population**

The population of the study consists of all teachers of junior secondary schools in Ilorin metropolis while the target populations consist of teachers of some selected junior secondary schools in Ilorin metropolis.

#### **Sample and Sampling Procedure**

Multi-stage sampling procedure was used in selecting the respondents for the study. Multi-stage technique is the process by which many sampling techniques are adopted in stages in

selecting sample for a study. There are three (3) Local Government Areas in Ilorin metropolis and they are; Ilorin-west, Ilorin-east, and Ilorin-south.

At the first stage, purposive sampling was used to select one (1) junior secondary school in Ilorin-west, one (1) junior secondary school in Ilorin-east, and one (1) junior secondary school in Ilorin-south because of the prevalent cases of delinquent behaviours in the schools.

At the second stage, stratified random sampling technique was used to stratify respondents on the basis of gender, religion, highest educational attainment, and teaching experience. The stratified technique was adopted to ensure that all respondents in all categories are all represented.

At last stage, simple random sampling was used to select 60 respondents from each secondary school; therefore, a total number of 180 respondents were selected from the three junior secondary schools.

### **Research Instrument**

The main instrument that was used for this study is a researcher-developed questionnaire, titled “Influence of Delinquent Behaviour Questionnaire” (IDBQ). The instrument comprises two sections. Section A consists of personal data of the respondents such as gender, religious affiliation, educational level, and teaching experience. Section B contains 20 items which seeks to find out influence of delinquent behaviours among junior secondary school students as expressed by teachers in Ilorin metropolis. The response was patterned after four Likert-type rating scale format of:

Strongly Agree (SA)	= 4 points
Agree (A)	= 3 points
Disagree (D)	= 2 points
Strongly Disagree (SD)	= 1 point

The respondents were expected to tick the most appropriate response.

### **Validity of the Instrument**

The content validity of the instrument was established by giving it to four lecturers including the researcher's supervisor in the Department of Arts and Social Science Education, Kwara State College of Education, Ilorin for assessment. The suggestions and corrections of the lecturers were used to modify the items, after which the instrument was adjudged adequately valid for use.

### **Reliability of the Instrument**

The reliability co-efficient of the instrument (IDBQ) was determined using test re-test method. A total number of twenty (20) questionnaire forms were administered on teachers in one junior secondary school in Ilorin-west Local Government Area of Kwara State which did not form part of the respondents. After four weeks interval, the same instrument was administered to the same group of respondents; the two set of scores was subjected to Pearson Product Moment Correlation Formular. The reliability co-efficient of 0.5 and above was obtained and this indicate that the instrument was reliable for the study.

### **Administration of the Instrument**

The questionnaire forms were administered to the respondents by the researcher. The researcher explained the purpose, importance and confidentiality of the instrument to the respondents and what they are expected to do. The respondents were informed on the need to follow the instructions strictly. They were encouraged to respond accurately and sincerely to the instrument. The respondents were junior secondary school teachers within Ilorin metropolis.

### **Procedure for Data Collection**

Information was collected through questionnaire which was distributed to junior secondary school teachers in each sample school in order to enhance a good percentage of return of the questionnaire. Distribution and collection was made by hand.

### **Procedure for Scoring the Instrument**

Scoring implies the scaling and rating adopted for an instrument. Percentage was used to score Section A which deals with the personal data of the respondents. Section B was scored using four point likert-type scale of: Strongly Agree (SA) – 4points, Agree (A) – 3points, Disagree (D) – 2points, Strongly Disagree (SD) – 1point, the modality for scoring the instrument will range from 4-1 (4,3,2,1); the average point =  $4 + 3 + 2 + 1 = 10/4 = 2.5$ . Therefore, the averages mean score was 2.5. The mean score above 2.5 was considered as the major influence of delinquent behaviour on academic performance of junior secondary school students as expressed by teachers in Ilorin Metropolis. Also, the mean score above 2.5 was considered as the major characteristic leading to delinquent behavior among junior secondary school students as expressed by teachers in Ilorin Metropolis.

### **Method of Data Analysis**

This study was employed both descriptive and inferential statistics to analyze the data collected. The descriptive statistics was used for organizing and describing the characteristics in concise and quantifiable terms, this involves the use of percentage and computation of central measures aimed at describing characteristics of the variables in the study. The hypotheses generated were analyzed using t-test and Analysis of Variance (ANOVA). The t-test is a parametric statistics used to compare the means of two groups while Analysis of Variance (ANOVA) is an inferential statistics used to compare the means of more than two groups

(Stangor, 2020). Hypotheses 1 and 4 were tested using t-test statistical method while hypotheses 2 and 3 were tested using Analysis of Variance (ANOVA). All hypotheses were tested at 0.05 alpha level of significance.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### Preamble

The results obtained from the statistical analysis of data are presented in this chapter. All the hypotheses formulated for this study are subjected to the independent t-test and ANOVA statistics were tested at 0.05 level of significance while, the data were run with Statistical Package for Social-Sciences (SPSS 28.0).

#### Demographic Data

The data presented in Table 1 to 4 included demographic characteristics of the respondents' and percentages. The moderating variables used were gender, religion, teaching experience and highest educational attainment.

**Table 1:** Percentage Distribution of the Respondents based on Gender

<b>Gender</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Male	96	53.3
Female	84	46.7
<b>Total</b>	<b>180</b>	<b>100</b>

Table 1 reveals that out of the 180 teachers that participated in the study, 96 representing (53.3%) of the teachers were male, while 84 representing (46.7%) of the teachers were female. This shows that there were more male teachers than female teachers in this study.

**Table 2:** Percentage Distribution of the Respondents based on Religious Affiliation

<b>Religion</b>	<b>Frequency</b>	<b>Percentage (%)</b>
African Traditional Religion	17	9.4
Christianity	34	18.9
Islam	129	71.7
<b>Total</b>	<b>180</b>	<b>100</b>

Table 2 reveals that out of the 180 teachers that participated in the study, 17 representing (9.4%) of the teachers were worshippers of African Traditional Religion, while 34 representing

(18.9%) of the teachers were worshippers of Christianity religion, while 129 representing (71.7%) of the teachers were worshippers of Islam religion. This shows that respondents that were worshippers of Islam religion participated more than worshippers of Christianity and African Traditional Religion in this study.

**Table 3: Percentage Distribution of the Respondents based on Teaching Experience**

<b>Teaching Experience</b>	<b>Frequency</b>	<b>Percentage (%)</b>
1 – 10 years	57	31.7
11 years and Above	123	68.3
<b>Total</b>	<b>180</b>	<b>100</b>

Table 3 reveals that out of the 180 teachers that participated in the study, 57 representing (31.7%) of the teachers had between 1 – 10 years of teaching experience, while 123 representing (68.3%) of the teachers had between 11 years and above of teaching experience. This shows that teachers that had between 11 years and above teaching experience participated more than teachers that had between 1 – 10 years of teaching experience in this study.

**Table 4: Percentage Distribution of the Respondents on Highest Educational Attainment**

<b>Highest Educational Attainment</b>	<b>Frequency</b>	<b>Percentage (%)</b>
NCE	18	10.0
HND/B.Sc./B.Ed.	126	70.0
M.A./M.Sc./M.Ed./PhD	36	20.0
<b>Total</b>	<b>180</b>	<b>100</b>

Table 4 reveals that out of the 180 teachers that participated in the study, 18 representing (10.0%) of the teachers had NCE, 126 representing (70.0%) of the teachers had HND/B.Sc./B.Ed., while 36 representing (20.0%) of the teachers had M.A./M.Sc./M.Ed./PhD. This shows that there were more teachers that had HND/B.Sc. /B.Ed. than teachers that had M.A./M.Sc./M.Ed./PhD. and NCE in this study.

## Answering of Research Questions

Five research questions were raised; research question 1 was answered using mean rating, while research questions 2 to 5 that had corresponding hypotheses were tested with the use of the independent t-test and Analysis of Variance (ANOVA) statistical tools.

**Research Question 1:** *What are the influences of delinquent behaviour among junior secondary school students as expressed by teachers in Ilorin metropolis?*

In order to answer this research question, responses of the teachers to items on the influence of delinquent behaviour questionnaire were collated. The output of the analysis reveals thus:

**Table 5.1:** Mean Rating Analysis of the Influence of Delinquent Behaviour among Secondary School Students as Expressed by Teachers in Ilorin Metropolis

S/N	Influence of Delinquent Behaviour	Mean	Ranking
1.	Inadequate showing of parental love in the home	3.56	1 <sup>st</sup>
2.	Religious leaders aid and abet crime for money and fame	3.21	2 <sup>nd</sup>
3.	Inadequate monitoring of students by teachers	3.06	3 <sup>rd</sup>
4.	Non provision of basic needs for children by parents	3.04	4 <sup>th</sup>
5.	Imitation of bad models through films	2.99	5 <sup>th</sup>
6.	Lack of self-control	2.91	6 <sup>th</sup>
7.	Sermon on the fear of God by religious leader has become a thing of the past	2.87	7 <sup>th</sup>
8.	Influence of peer groups	2.80	8 <sup>th</sup>
9.	Observation of crime related films that teaches advanced techniques in crime	2.79	9 <sup>th</sup>
10.	Too much love shown by parents to their child that lead to over pampering	2.77	10 <sup>th</sup>
11.	Lack of proper implementation of the national policy on education in schools	2.73	11 <sup>th</sup>
12.	Living with siblings with criminal record	2.68	12 <sup>th</sup>
13.	Experience of violence in home	2.63	13 <sup>th</sup>
14.	Lack of discipline by community	2.58	14 <sup>th</sup>
15.	Influence of broken home	2.57	15 <sup>th</sup>
16.	Taking of drugs and alcohol consumption	2.57	15 <sup>th</sup>
17.	Absence of guidance and counselling services in the school	2.53	17 <sup>th</sup>
18.	Living in slums and ghettos	2.35	18 <sup>th</sup>
19.	Absence of moral education in the school curriculum	2.19	19 <sup>th</sup>
20.	Idleness during holidays	2.13	20 <sup>th</sup>

Table 5 indicates that 180 respondents participated in this study. The major influence of delinquent behaviour among junior secondary school students in Ilorin metropolis was inadequate showing of parental love in the home which has a mean score of 3.56 (1<sup>st</sup>), while religious leaders



aid and abet crime for money and fame with a mean score of 3.21 came 2<sup>nd</sup>, inadequate monitoring of students by teachers which has a mean score of 3.06 came (3<sup>rd</sup>). Living in slums and ghettos with a mean score of 2.35 came (18<sup>th</sup>), absence of moral education in the curriculum with a mean score of 2.19 came (19<sup>th</sup>), while idleness during holidays with a mean score of 2.13 came (20<sup>th</sup>). Other statements have mean score below the benchmark of 2.50.

**Research Question 2:** *What are the characteristics leading to delinquency among junior secondary school students as expressed by teachers in Ilorin metropolis?*

In order to answer this research question, responses of the teachers to items on the influence of delinquent behaviour questionnaire were collated. The output of the analysis reveals thus:

**Table 5.2:** Mean Rating Analysis of the Characteristics leading to delinquency among Junior Secondary School Students as Expressed by Teachers in Ilorin Metropolis

S/N	What are the characteristics leading to students delinquency	Mean	Ranking
1.	Truancy	3.24	1 <sup>st</sup>
2.	Bullying others	3.19	2 <sup>nd</sup>
3.	Running away from home to avoid obeying rules	3.04	3 <sup>rd</sup>
4.	Conflict with teachers, parents or older siblings	3.01	4 <sup>th</sup>
5.	Stubborn, deviant behaviour or disobedience	2.47	5 <sup>th</sup>

Table 5 indicates that 180 respondents participated in this study. The major characteristic leading to delinquent behaviour among junior secondary school students in Ilorin metropolis was truancy which has a mean score of 3.24 (1<sup>st</sup>), while bullying others with a mean score of 3.19 came (2<sup>nd</sup>), running away from home to avoid obeying rules which has a mean score of 3.04 came (3<sup>rd</sup>). conflict with teachers, parents or older siblings with a mean score of 3.01 came (4<sup>th</sup>), stubborn, deviant behaviour or disobedience with a mean score of 2.47 came (5<sup>th</sup>) and it below the benchmark of 2.50.

## Hypotheses Testing

Four null hypotheses were postulated for this study, hypotheses one and three were analyzed using the independent t-test and hypotheses two and four were analyzed using Analysis of Variance (ANOVA) statistics at 0.05 level of significance.

**Hypothesis One:** *There is no significant difference in influence of delinquent behaviour among junior secondary school students as Expressed by teachers based on gender.*

In order to test this null hypothesis, responses of the teachers to items on the influence of delinquent behaviour questionnaire were collated based on gender. The data collected from the study was analyzed as shown on Table 6.

**Table 6:** Means, Standard Deviation and t-test Analysis of Difference on the Influence of Delinquent Behaviour among Junior Secondary School Students as Expressed by Teachers Based on Gender

Gender	No	Mean	Std	df	Cal.t	Sig.(2-tailed)	Decision
Male	96	54.81	6.45	178	0.31	0.76	<b>H<sub>01</sub> Not Rejected</b>
Female	84	55.12	6.79				

As shown on Table 6, the calculated t-value was 0.31 while its calculated significance value was 0.76 at alpha level of 0.05. On this basis, hypothesis one was therefore not rejected. This means that there was no significant difference in the factors responsible for juvenile delinquency among secondary school students as expressed by teachers based on gender. The reason was that the calculated significance value (0.76) was greater than 0.05 alpha level, ( $0.76 > 0.05$ ).

**Hypothesis Two:** *There is no significant difference in the influence of delinquent behaviour among junior secondary school students as expressed by teachers based on religious affiliation.*

In order to test this null hypothesis, responses of the teachers to items on the influence of delinquent behaviour questionnaire were collated based on religion. The data collected from the study was analyzed as shown on Table 7.

**Table 7:** ANOVA Summary of Difference on the Influence of Delinquent among Junior Secondary School Students as expressed by Teachers based on Religious Affiliation

Variance	Sum of Squares	df	Mean Squares	Cal.F-Ratio	Sig.	Decision
Between Groups	94.193	2	47.097			<b>H<sub>02</sub></b>
Within Groups	7691.451	177	43.455	1.08	0.341	<b>Not</b>
<b>Total</b>	<b>7785.644</b>	<b>179</b>				<b>Rejected</b>

Table 7 shows an F-value 1.08 with calculated significant value of 0.341 at 0.05 alpha level. Since calculated significance of 0.341 is greater than 0.05 alpha level, hypothesis two is thus not rejected. This implies that there was no significant difference in the influence of delinquent behavior among junior secondary school students as expressed by teachers based on religious affiliation.

**Hypothesis Three:** *There is no significant difference on the influence of Delinquent behaviour among secondary school students as Expressed by teachers based on highest educational attainment.*

In order to test null research hypothesis, responses of the teachers to items on the influence of delinquent behaviour questionnaire were collated based on highest educational attainment. The data collected from the study was analyzed as shown on Table 8.

**Table 8:** ANOVA Summary of Difference on the Influence of Delinquent Behaviour among Secondary School Students as expressed by Teachers based on Highest Educational Attainment

Variance	Sum of Squares	df	Mean Squares	Cal.F-Ratio	Sig.	Decision
Between Groups	58.771	2	29.386			<b>H<sub>03</sub></b>
Within Groups	7726.873	177	43.655	0.67	0.511	<b>Not</b>
<b>Total</b>	<b>7785.644</b>	<b>179</b>				<b>Rejected</b>

Table 8 shows a calculated F-value 0.67 with calculated significant of 0.511 at 0.05 alpha level. Since calculated significance of 0.511 is greater than 0.05 alpha level, hypothesis three is thus not rejected. This implies that there was no significant difference in the influence of

delinquent behaviour among secondary school students as expressed by teachers based on highest educational attainment.

**Hypothesis Four:** *There is no significant difference in the influence of Delinquent Behaviour among secondary school students as Expressed by Teachers based on teaching experience.*

In order to test this null hypothesis, responses of the teachers to items on the influence of delinquent behaviour questionnaire were collated based on teaching experience. The data collected from the study was analyzed as shown on Table 9.

**Table 9:** Means, Standard Deviation and t-test Analysis of Difference on the Influence of Delinquent Behaviour among Junior Secondary School Students as Expressed by Teachers based on Teaching Experience

Teaching Experience	No	Mean	Std	df	Cal.t	Sig.(2-tailed)	Decision
1 – 10 years	57	56.02	5.73	178	1.48	0.14	<b>H<sub>04</sub> Not Rejected</b>
11 years and above	123	54.46	6.93				

**P > 0.05**

As shown on Table 9, the calculated t-value was 1.48 while its calculated significance value is 0.14 at alpha level of 0.05. On this basis, the null hypothesis four was therefore not rejected. This means that there was no significant difference in the influence of delinquent behaviour among junior secondary school students as expressed by teachers based on teaching experience. The reason was that the calculated significance value (0.14) was greater than 0.05 alpha level, (0.14 > 0.05).

### Summary of the Findings

This chapter deals with the analysis of the data gathered from the study which were analyzed in three parts, via: personal data, item ranking analysis, and hypotheses testing. Tables 1-6 shows the personal data of the respondents and this consists of the gender, religion, teaching experiences, and highest educational attainment. Table 5.1 and 5.2 shows a descriptive data relating to influence of delinquent behavior and characteristic leading to delinquent behaviour

among junior secondary school students as expressed by teachers in Ilorin metropolis. Table 6-9 presented the analyzed data of the findings in the study on influence of delinquent behaviour among junior secondary school students as expressed by teachers in Ilorin metropolis. The tables presented information on the summary of the mean, standard deviation, degree of freedom, t-test, and ANOVA indicating whether or not there are significant differences in the variables tested. Four null hypotheses were generated and tested for the study for rejection or non-rejection at 0.05 level of significance by means of t-test and Analysis of Variance (ANOVA). The summary of findings was as follows:

1. The study revealed that major influence of delinquent behaviour among Junior Secondary school students as expressed by teachers in Ilorin metropolis were Inadequate showing parental love in the home; religious leaders aid and abet crime for Money and fame; inadequate monitoring of students by teachers; non provision of basic Needs for children by parents among others.
2. There was no significant difference in the influence of delinquent behaviour among junior secondary school students as expressed by teachers based on gender.
3. There was no significant difference in the influence of delinquent behaviour among junior secondary school students as expressed by teachers based on religion.
4. There was no significant difference in the influence of delinquent behaviour among junior secondary school students as expressed by teachers based on highest educational attainment.
5. There was no significant difference in the influence of delinquent behaviour among junior secondary school students as expressed by teachers based on teaching experience.

## **CHAPTER FIVE**

### ***SUMMARY, CONCLUSION AND RECOMMENDATIONS***

#### **Preamble**

This study investigated influence of delinquent behaviour among junior secondary school students as expressed by teachers in Ilorin metropolis. The study also examined the respondents' personal data such as; gender, religious affiliation, teaching experience, and highest educational attainment. Four (4) null hypotheses generated for this study were tested at 0.05 alpha level of significance using t-test and Analysis of Variance (ANOVA) statistical methods. This chapter thus presents the summary of findings, conclusion and recommendations.

#### **Summary of the Findings**

This study revealed that major influence of delinquent behaviour among junior secondary school students as expressed by teachers in Ilorin metropolis was inadequate showing of parental love in the home; religion leaders aid and abet crime for money and fame; inadequate monitoring of students by teachers; non provision of basic needs for children by parents among others indicates increasing influence of delinquent behaviour among junior secondary school students as expressed by teachers in Ilorin metropolis, Kwara State. This is in line with the findings of Kiesner, Kerr, and Stattin (2022) who found that the most antisocial adolescents tended to choose multiple "best friends" who also exhibited delinquent behaviour. Vitaro, Pedersen, and Brendgen (2022) found that association with disruptive friends in middle school predicted delinquent behaviour in high school. Ingoldsby, et. al., (2021) found that individuals from disadvantaged neighborhoods, and who experienced high levels of family conflict as young children, tended to seek out deviant friends in adolescence.

Also, Boroffice (2020) believes that factors such as biological, social, view of self, attitudes, beliefs, sense of his future etc., are some of the factors that predispose adolescents to

unhealthy behaviours. Okorodudu and Okorodudu (2023) listed environmental factors; social factors, physical factors, psychological factors; peer group influence, drug abuse and the family factor as causes of delinquency among adolescents. This implies that environmental factors and family dysfunctions such as inadequate showing of parental love in the home, inadequate monitoring of students by their parents, and non-provision of basic needs for children by parents etc., are some of the influences for students' delinquent behaviours.

Another finding revealed that there was no significant difference in the influence of delinquent behaviour among junior secondary school students as expressed by teachers based on gender. This finding is in consonance with that of Bingham, et. al., (2021) generally observed that men had greater numbers of offence than women. Also, Mallum, Haggai and Ajaegbu (2021) reported that there was no significant difference in delinquency between the two categories, males and females. This indicates that delinquency is common among students regardless of their gender as expressed by teachers.

Finding revealed that there was no significant difference in the influence of delinquent behaviour among junior secondary school students as expressed by teachers based on religious affiliation. This finding is in line with that of Solomon (2020) who found no significant difference on the influence of delinquent behaviour among junior secondary school students as expressed by teachers based on religious affiliation. This implies that teachers expression do not differ towards the influence of delinquent behaviour among students regardless of their religious affiliation.

Finding further revealed that there was no significant difference in the influence of delinquent behaviour among junior secondary school students as expressed by teachers based on highest educational attainment. This finding negates the findings of Regnerus (2022) who reported that teachers with college certificate perceived influence of delinquent behaviour differently from teachers with degree certificate. This implies that teachers expression based on

their highest educational attainment do not differ pertaining to the influence of delinquent behaviour among students.

Finding revealed that there was no significant difference in the influence of delinquent behaviour among junior secondary school students as expressed by teachers based on teaching experience. This finding negates the finding of Vitaro, Pedersen and Brendgen (2022) who reported that less experienced teachers' perceived influence of delinquent behaviour among junior secondary school students as expressed by teachers differently from experienced teachers. This implies that teaching experience of teachers do not make difference in their view pertaining to the influence of delinquent behaviour among junior secondary school students.

## **Conclusion**

Based on the findings of this study, the following conclusions were drawn: delinquent behaviour is an increasing wave among junior secondary school students and this has become a major social concern. The following major conclusions were drawn from the findings. The findings of this study revealed that major influence of delinquent behaviour among junior secondary school students as expressed by teachers in Ilorin metropolis was inadequate showing of parental love in the home. Religion leaders aid and abet crime for money and fame; inadequate monitoring of students by teachers; non provision of basic needs for children by parents among others.

The hypotheses tested revealed that there were no significant differences in the influence of delinquent behaviour among junior secondary school students as expressed by teachers based on gender, religious affiliation, highest educational attainment, and teaching experience.



## **Recommendations**

The following recommendations were made; based on the findings of this study:

- Parents should spend more time with their children especially always communicate with their children about school activities, expectations of academic achievement, the importance of achieving a good results and always ask, and give encouragement to the children about the importance of homework.
- Delinquent students should be shown love by teachers as this will instill value and self-esteem in them which will in turn enhance learning.
- Teachers should not neglect delinquent students, in the course of teaching but rather try to understand each student as an individual and treat him as such.
- There should be counselling unit in all secondary schools in Ilorin metropolis where students can go to and present their concerns for appropriate guidance.
- Social studies as a subject seek to inculcate accepted norms in the individual so the subject teacher should bear in mind this fact as he teaches and also show a good example by displaying positive and accepted values for students to imitate as this will help minimize cases of delinquency in secondary schools in Ilorin metropolis.
- The school authorities should always seek the support of parents in formulating policies for effective communication with the parent will acquaint them with the school affairs, detailed and constant information about the failure and success of students will help parent to understand, appreciate and cooperate with the school authorities. If this happens, the school, teachers and parents would always imitate each other on matters concerning the discipline of the students.
- Parent of delinquent students who are literate should employ the services of private teachers and counsellors to assist their wards at home.

- Government should make funds available to sponsor teachers' attendance at conferences, seminars and workshops on class managements and teacher-student relationship.

### **Suggestions for Further Studies**

This study investigated influence of delinquent behaviour among junior secondary school students as expressed by teachers in Ilorin metropolis, Kwara State.

- It is suggested that this type of study could be conducted in other Local Government Areas and State.
- Future researchers could also carry out the effect of teachers' attitude towards delinquent students and academic performance.
- Future researchers increase the sample from 180 adopted in this study to 500 and above.

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**APPENDIX**  
**KWARA STATE COLLEGE OF EDUCATION, ILORIN**  
**SCHOOL OF ARTS AND SOCIAL SCIENCE EDUCATION**  
**DEPARTMENT OF SOCIAL STUDIES**

**INFLUENCE OF DELINQUENT BEHAVIOUR QUESTIONNAIRE (IDBQ).**

Dear Respondent,

This questionnaire was designed to elicit information on the expression of teachers on the influence of delinquent behavior on academic performance of junior secondary school students in Ilorin metropolis. It is purely for research purpose. Kindly respond accordingly to the directions given. The information will be treated with utmost confidentiality.

Thank you for your anticipated cooperation.

Yours Faithfully,

Ibrahim Ganiyat 22/0936

Ibrahim Habibat Arinola 22/0937

**Section A: Personal Data**

Direction: Kindly go through each of the items in this section and tick ( ✓ ) only the column which applies most to you.

1. Gender: Male (   )   Female (   ).
2. Religious Affiliation: African Traditional Religion (   );   Christainity (   );   Islam (   )
3. Teaching Experience: Below 10 years (   );   11 years and above (   )
4. Highest Educational Attainment:
  - (i) NCE (   )
  - (ii) HND/ B.A/ B.SC/ B.ED (   )
  - (iii) M.A/M.SC./M.ED/PH.D (   )

## Section B: Influence of Delinquent Behaviour

**Direction:** Kindly tick (✓) the option that suits your perception on each item using the following keys:

SA - Strongly Agree

A – Agree

D- Disagree

SD- Strongly Disagree

S/N Q1	The following are responsible for delinquent behaviours among junior secondary school students.	SA	A	D	SD
1.	inadequate showing of parental love in the home.				
2.	too much love show by parents to their child that lead to over pampering				
3.	idleness during holidays				
4.	non provision of basic needs for children by parents				
5.	living with siblings with criminal records				
6.	influence of broken home				
7.	experience of violence in home				
8.	inadequate monitoring of students by teachers				
9.	absence of moral education in the school curriculum				
10.	influence of peer groups				
11.	absence of guidance and counselling services in the school				
12.	lack of proper implementation of the national policy on education in schools				
13.	imitation of bad models through films				
14.	lack of discipline by community				
15.	living in slums and ghettos				



16.	observation of crime related films that teaches advanced techniques in crime				
17.	sermon on the fear of God by religious leader has become a thing of the past				
18.	religious leaders aid and abet crime for money and fame				
19.	lack of self-control				
20.	taking of drugs and alcohol consumption				

<b>Q2</b>	<b>What are the characteristics leading to delinquent behaviours among junior secondary school students</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
21.	Truancy				
22.	Bullying others				
23.	Running away from home to avoid obeying rules				
24.	Conflict with teachers, parents or older siblings				
25.	Stubborn, deviant behaviour, or disobedience				