

JUVENILE DELINQUENCY AND ACADEMIC PERFORMANCE OF STUDENTS IN TERTIARY INSTITUTIONS IN RIVERS STATE

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ABSTRACT

The study investigated Juvenile Delinquency and Academic Performance of Students in Tertiary Institutions in Rivers State. The study was anchored on Anomic theory of 1940 by Robert Merton. Merton's theory explains that Juvenile delinquency occurs because the juveniles do not have the means to make themselves happy. Their goals are unattainable within legal means so they find unlawful means by which to attain their goals. The research design for this study was correlational design. As at the time of this study, the total population of office and information management students at undergraduate level was 400 which made up the population of the study. The sample size of this study was 196 undergraduate students. This was determined using the Krejcie and Morgan sample size determination table, drawn via the use of simple random sampling technique. The instrument used for this study was titled juvenile Delinquency and Academic performance of students' questionnaire. (JDPSQ). Pearson's Product Moment Correlation Coefficient was used to answer the research questions while the hypotheses were tested using regression analysis at 0.05 level of significance. The study found that juvenile delinquency affects students' academic performance negatively. The study revealed that, juvenile delinquencies associating with home environment, school environment and peer group have strong but negative relationship with the academic performance of the students. Hence, the study recommends that parents should create and enabled environment that will encourage them to study their books. As well, parents are advised to live together to give joint support to their educational welfare.

INTRODUCTION

Every individual grows towards becoming a functional member of the society. In the process of growth, he gains empowerment through school learning. Bola (2013) observed that stakeholders in the educational industry such as government, missionaries and proprietors of schools have invested huge sums of money and also provided materials in order to ensure high academic performance of students under their auspices. According to Esuabana (2017), there has always been diversity in the performance of secondary students, while some students perform very well, others do not, and in some cases, students are withdrawn from school for low academic performance. However, various reasons have been attributed to this failure such as, achievement motivation and students delinquent behaviour. Chambers English Dictionary (1990) stressed that juvenile delinquency is seen to be the omission of duties and crimes committed by young people. A close observation of what is happening in tertiary institutions will definitely show that juvenile delinquency is a very serious obstacle to students' academic progress.

However, World Youth Report (2017) observed that young people who are at the risk of juvenile delinquency often live in different circumstances such as, parental alcoholism, poverty, breakdown of the family, overcrowding, abusive conditions in the home, death of parents, orphans without the means of subsistence, housing and other basic necessities are at great risk of falling into juvenile delinquency.

Adiemu (2017) opined that the number of students affected by juvenile delinquency is estimated to have increased from 80 million to 160 million. Igbimoria (2010) stressed that juvenile delinquency in Nigeria do not operate in well organised gangs, but there are instances of assault

and vandalism committed by small group of juveniles including looting and other acts of vandalism especially when encouraged during political campaigns and sex offices. The juvenile delinquency of a learner is a strong force in the learning process that has to be considered. The sphere of juvenile delinquency is one of the predominant factors that may impinge the academic performance of students in students in Ignatius Ajuru University of Education.

Statement of the Problem

The researcher observed that there is a menace of juvenile delinquency among youths in Rivers State. This is so much that young people engage in diverse crimes ranging from friend, rape, sexual assaults, kidnapping, killing etc. Many of the victims who were captured on their release testified that most of the abductors are juveniles. Several researchers have tried to investigate this problem yet the problem persist; such as John-Nelson et al (2021) who carried out a research in "Effects of Juvenile Delinquency on Academic Performance of Secondary School Students in Obio-Akpor Local Government Area, Rivers State. The research design used for the study was descriptive survey design. The sample size of 120 was drawn using a stratified random sampling technique. Data were analysed using tables and simple percentages, chi-square analysis was used to test the hypothesis at 0.05 level of significance. Findings showed among others that home environment/family socio-economic status are the reasons behind juvenile delinquency. Elliot (2013) asserts that students with delinquent behaviour are often grouped together unintentionally in the same classroom as a result of the school emphasis on nurturing and clustering the academically superior students into same educational tracks. Literature reviewed so far shows that to the best of the researchers' knowledge, no author has so far used measures of the variables of juvenile delinquency used in this study in measuring academic performance of Office and Information management Students in Ignatius Ajuru University of education, Rumuolumeni Port Harcourt, which is a gap the researcher intends to fill.

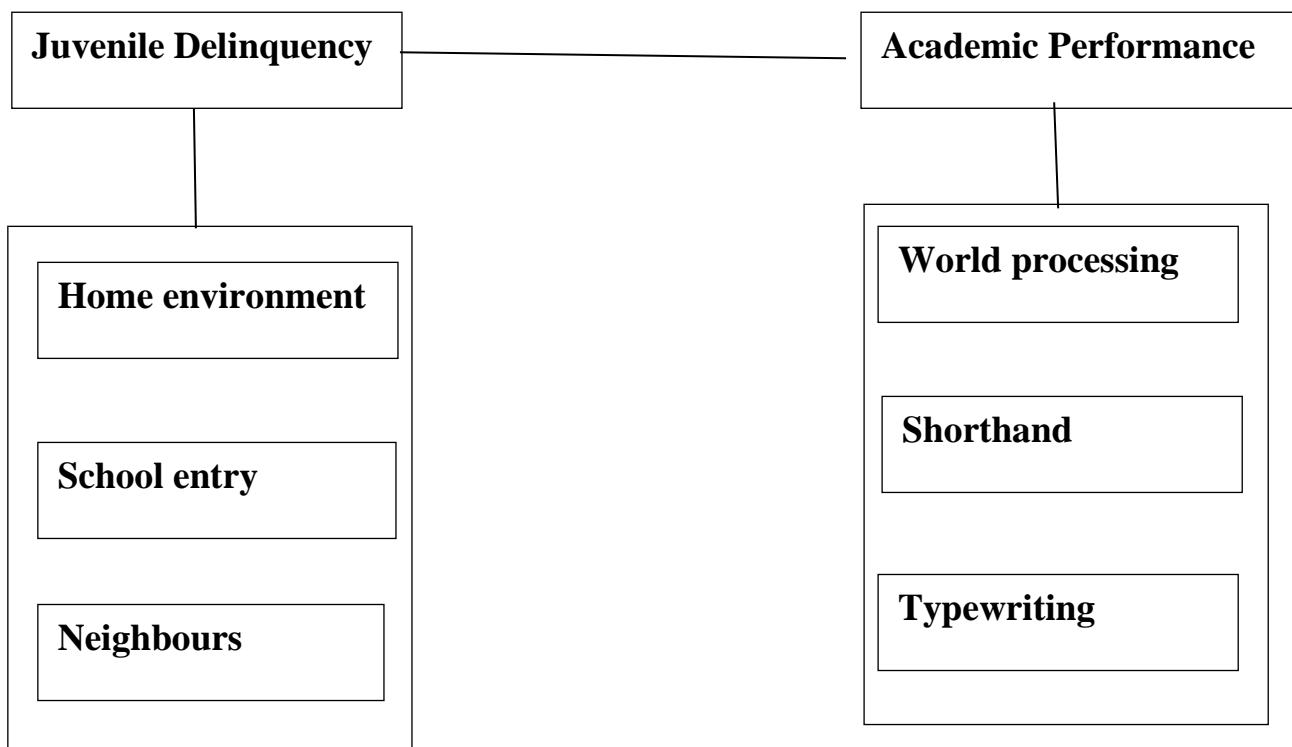


Fig. 1:1: Showing conceptual Framework on Juvenile Delinquency and Academic Performance of Students in Ignatius Ajuru University of Education. SOURCE: Desk Research, 2022

Purpose of the Study

The main purpose of this study was to find out the relationship between juvenile delinquency and academic performance of students. Specifically, the study sought to find out the following;

1. The relationship between home environment and academic performance of students in Word processing
2. The relationship between school environment and academic performance of students in Short hand.
3. The relationship between peer group influence and academic performance of students in typewriting.

Research Questions

1. What is the relationship between home environment and academic performance of students in word processing?
2. What is the relationship between school environment and academic performance of students in short hand?
3. What is the relationship between peer group influence and academic performance of students in typewriting?

Hypotheses

1. There is no significant relationship between home environment and academic performance of students in word processing.
2. There is no significant relationship between school environment and academic performance of students in shorthand.
3. There is no significant relationship between peer group influence and academic performance of students in typewriting.

Literature Review

Concept of Juvenile Delinquency

Who is a Juvenile? A juvenile is a young person.

What is Juvenile Delinquency? Juvenile delinquency is the habitual committing of criminal acts or offences by a young person, especially one below the age at which ordinary criminal prosecution is possible.

Juvenile delinquency also known as juvenile offending is the act of participating in unlawful behaviour as a minor or individual younger than the statutory age. It is also seen as destruction of property and other criminal behaviour that is committed by young people who are not old enough to be legally considered.

Bartol and Bartol (2011) textbook explain that the psychological definition of delinquency is a child's engagement in extreme antisocial behaviour. Children are supposed to be a sign of innocence and loyalty, yet they are killing other children and they are even killing their own parents.

Many psychologists struggle with the continuous nature, nurture debate when it comes to delinquency in children. Some think it is biological, suggesting that the children were born with it and that they inherited some type of illness from their parents. Others think that these delinquents are a product of their environment and that they act out and kill people due to social pressure, abuse and neglect they have faced in their lives.

In Ghana, Bosiakoh and Andoh (2010) have emphasized an upward surge of juvenile delinquency which many well-meaning Ghanaians see admit as alarming. According to the department of social welfare annual performance report, 276 juvenile delinquency cases were handled in 2007. The Ghana prison annual report in 2010 also indicated an average look-up of 115 juvenile delinquent.

Juvenile delinquency is also known as teenage crime. It is like any crime that human beings commit but these crimes differ because they are committed by young people. Before coming of age, boys and girls have less understanding of the world.

Parents, friends and teachers are responsible along with the children who commit a crime. This is why courts do not punish the children like they punish adults when they commit a crime. There are separate juvenile courts and the purpose of juvenile punishment is to help the child understand the importance of staying away from crimes. There are various theories of juvenile delinquency and various researchers have reported different reasons of delinquency. Most of the delinquent children belong to low social, economic and psychological background.

According to Moffit (2006), there are two different types of offenders that emerge in adolescence. One is the repeat offender, referred to as the life-course-persistent offender, who begins offending or showing anti-social/aggressive behaviour in adolescence and continues into adulthood; and the age specific offender, referred to as the adolescence limited offender, for whom juvenile offending or delinquency begins and ends during their period of adolescence, it is important to account for these behaviours in children in order to determine whether they will be life-course persistent offenders or adolescence-limited-offenders.

Although adolescence-limited offenders tend to drop all criminal activities once they enter into adulthood and show less pathology than life-course-persistent offenders, they still show more mental health, substance abuse and finance problems, both in adolescence and adulthood than those who were never delinquent.

Delinquency and Academic Performance of Students

Delinquency is a form of anti-social behaviour whereby it does not necessarily referred to illegal behaviour, most of the time, delinquent behaviour does not conform to social norm and values. Elam et al (1993) claim that students at school may be seen as both perpetrators as well as victim's school misconduct. This in turn may affect life at school for students and teachers alike. It is stated that public schools tend to face more problems related to school delinquency rather than independent schools and church schools as declared by "The 25th Annual Gallup Poll of the Public's Attitudes toward the Public School" (Elam et al, 1993).

Dimensions of Juvenile Delinquency

Home Environment and Academic Performance of Students

Home environment can only be indirect causes of delinquency. They react upon the child's mind and body altering his mental and physical conditions which in turn determine the child's behaviour. The conditions in the home and the family relationships which influence more particularly the mental life of the child are perhaps even more important as causes of delinquency than factors which affect mostly the physical conditions of the child.

Home environment variables include family income, parental occupation and societal values in the community. The seeming unavailability of our families to curb the menace of juvenile delinquency is not unconnected with the unprecedented global inflation that has had alarming influence on families, resulting in near breakdown of family ties. This generally shows the negative effect it has on the adolescent member of the family who are mostly found in tertiary institutions. According to Uche (2014), children from parent with adequate income, good occupation and high states are likely provided with good quality education from nursery to university level, given this opportunity, it is possible that such child will be less delinquent than his counterpart from lower socio-economic background. However, Coughin and Vuchimah (2016) in their empirical studies observed that there is a relationship between family background and juvenile delinquency.

Upadhyay (2011) opined that young people are eight times more likely to take alcohol through initiation of their own family members.

Christie (2019) noted that parents and families are significant influence in students' delinquent behaviour as family constitute the training ground for aggression.

Thus educated parents are less aggressive than less educated parents. Ojo (2012) observed that broken homes and low educational attainment are the causes of juvenile delinquency.

School Environment and Juvenile Delinquency among Students

School environment, like the home environment may be considered as indirect causes of delinquency, although in either may be found the chief source of the trouble.

It is the effect which these conditions have upon the particular child's mind and body which may actually cause delinquent behaviour. Conditions in school which contribute to delinquency include inadequate school buildings poor attendance laws and tax enforcement, etc.

Elliot (2013) asserts that students with delinquent behaviour are often grouped together unintentionally in the same in the same classroom as a result of the school, emphasis on nurturing and clustering the academically superior students into same educational tracks. Delinquent gangs and peer groups often emerge under these circumstances when individuals' feelings of alienation, frustration and anger are naturally reinforced within the classroom of the academically poor students.

According to Agnew (2012), the school environment is a major contributor to juvenile delinquency because it is a social interaction that can cause positive or negative strain in the life of youths and also provides the individual with initial reasons to pursue delinquent activities of negative strain or relationship is the result.

Meyer (2015) identified school factors as lack of involvement in school activities by students' absence of clear rules and school policies to guides students' behaviour and few allowance for individual difference in the school. Scott et al (2010), opined that when academic curriculum models and instructions do not match the students' ability level he/she may become frustrated or bored and less attached to the school altogether.

Peer Group Influence and Academic Performance of Students

Academic activities are directed towards ensuring that students gain mastery of educational objectives. In schools, the extent to which these objectives have been met is determined greatly by the interaction of peer groups which could possibly reflect in students' academic performance. Peer groups play a large role in the social school systems in order to improve students' academic performance. Hamm et al in Lavy and Schlosser (2007) argued that "for many students, friendships are critical interpersonal vehicle that move them towards psychological growth and maturity, allowing social compassion which influences the development of self-evaluation".

The above statement suggests strongly, the unprecedented effect of peer group is almost all facets of adolescent's growth. Such effect could be seen in social and emotional lives of young people, which does not end at the above mentioned, but could also manifest in their attitude towards educational activities and careful consideration of these elements has shown that they reflect in the academic performance of students.

Stressing the positive benefits of a group. Bandura in Olalekan (2016), noted that through observation and imitating the behaviour of others, learners can avoid much wasteful random behaviour and come close to reproducing the behaviours of which members are recognized. A student may not be dull but playful. If he is well monitored, and he falls into a group of brilliant students who are not playful, he imitates them and this changes his attitude towards learning for better.

In the same vein, a study by bankole and Ogunsakin (2016) investigated the influence of peer group on academic performance of students. The finding showed that peers' relationship influences academic performance of students.

Theoretical Review

The theory upon which this research is anchored is the Anomic theory of 1940 by Robert Merton. Merton's theory explains that Juvenile delinquency occurs because the juveniles do not have the

means to make themselves happy. Their goals are unattainable within legal means so they find unlawful means by which to attain their goals.

An example would be a juvenile who has had a goal to get a job and purchase a car. The juvenile is not able to find a job to make money so he either steals a car or he steals money to buy a car. This theory was adopted for this study because considering the type of society where we are majority of the youths are unemployed, even those that are schooling who are from families of low socio-economic status are not being sponsored to further their studies as a result, most of them get themselves involved in criminal activities in a bid to help themselves and also sponsor their education.

Elliot and Voss (2011) and Sarason (2010) observed that juvenile delinquency is largely the result of failure of primary groups to offer the child appropriate non-delinquent social role models or to provide the child with the forms of social control which will ensure the acceptance of those social roles which are preferred in accordance with his needs. However, juvenile delinquency is a legal term for the behaviour of children and adolescents that in adults would be judged under criminal law.

Siegel et al (2011) stressed that juvenile delinquency is the participation in legal behaviour by minors/individuals younger than the statutory age of majority. It is the resistance anti-social, illegal or criminal behaviour by children or adolescents to the level that it cannot be controlled or corrected by the parents, therefore endangers others in the society and becomes the concern of law enforcement agency. Moffit (2016) postulated that a higher proportion of youths have experienced arrest by their early 20's than in the past although some scholars have concluded that this may reflect more aggressive criminal justice and zero tolerance policies rather than changes in youth's behaviour.

Juvenile Delinquency and Academic Performance of Students Questionnaire (JDAPSQ)

| S/No | HOME ENVIRONMENT | SA | A | SD | D |
|-----------------------------|--|----|---|----|---|
| 1 | I use phone in the house for browsing assignments | | | | |
| 2 | I use iPad and tablet for school assignment | | | | |
| 3 | My parents provided books and other materials for my schooling | | | | |
| 4 | I go to cybercafé to browse my assignments | | | | |
| 5 | My parents usually pay my school fees on or before the end of each term | | | | |
| School Environment | | | | | |
| 6 | The school I attend is in the city | | | | |
| 7 | The school I attend is in the village | | | | |
| 8 | My school has adequate the facilities for teaching and learning. | | | | |
| 9 | The school i attend has good electricity | | | | |
| 10 | The school i attend has competent lecturers who teach us | | | | |
| Peer Group Influence | | | | | |
| 11 | My friends don't like attending classes | | | | |
| 12 | My friends like attending classes | | | | |
| 13 | My friends drink alcohol in school | | | | |
| 14 | My friends enjoy going to parties when lecture is going on | | | | |
| 15 | My friends spend most of their time in restaurants while lecture is going on | | | | |

METHODOLOGY

The methodology under which this study was carried out includes the following; research design, area of study, population of the study, sample and sampling techniques instrumentation, instrumentation, data analysis

Research design

The research design for this study was correlational design.

Population of the study

As at the time of this study, the total population of office and information management students at undergraduate level was 400.

Sample and sampling techniques

The sample size of this study was 196 undergraduate students. This was determined using the Krejcie and Morgan sample size determination table, drawn via the use of simple random sampling technique.

Instrumentation

The instrument used for this study was titled juvenile Delinquency and Academic performance of students' questionnaire. (JDPSQ)

Method of Data Analysis

Pearson's Product Moment Correlation Coefficient was used to answer the research questions while the hypotheses were tested using regression analysis at 0.05 level of significance.

RESULTS AND DISCUSSION OF FINDINGS

Research question one: What is the relationship between home environment and academic performance of students in word processing?

Table 1: Relationship Between home environment and academic performance of students in word processing

| Model Summary | | | | |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .896 ^a | .803 | .801 | 2.99527 |

a. Predictors: (Constant), Home Environment

Table above showed the coefficient of relationship between home environment and academic performance of students in word processing is 0.896 while the R-squared value is 0.803 indicating that home environment relates positively with academic performance of students in word processing. The table also showed that home environment account for only 80.3% (0.803x100) relationship with academic performance of students in word processing. Meaning that, the remaining 19.7% academic performance of students in word processing is explained by other variables not included in the model.

Research question two: What is the relationship between school environment and academic performance of students in short hand?

Table 2: Relationship Between school environment and academic performance of students in short hand

| Model Summary | | | | |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .707 ^a | .500 | .448 | 3.03743 |

a. Predictors: (Constant), School Environment

Table above showed the coefficient of relationship between school environment and academic performance of students in short hand is 0.707 while the R-squared value is 0.500 indicating that

school environment relates positively with academic performance of students in short hand. The table also showed that school environment account for only 50.0% (0.500x100) relationship with d academic performance of students in short hand. Meaning that, the remaining 50% academic performance of students in short hand is explained by other variables not included in the model.

Research question three: What is the relationship between peer group influence and academic performance of students in typewriting?

Table 3: Relationship Between sexual coercion and depression among Single Parents in Rivers State

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .766 ^a | .587 | .585 | 3.04810 |

a. Predictors: (Constant), Peer Group

Table above showed the coefficient of relationship between peer group and academic performance of students in typewriting is 0.766 while the R-squared value is 0.587 indicating that peer group relates positively with academic performance of students in typewriting. The table also showed that peer group account for only 58.7% (0.587x100) relationship with d academic performance of students in typewriting. Meaning that, the remaining 41.3% academic performance of students in typewriting is explained by other variables not included in the model.

Testing of Hypotheses

HO₁: There is no significant relationship between home environment and academic performance of students in word processing.

Table 4: Regression Analysis on the Relationship between Home Environment and academic performance of students in word processing

A. ANOVA^a

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|-------|------|
| 1 | Regression | 1107.360 | 1 | 1107.36 | 80.35 | .001 |
| | Residual | 2673.556 | 194 | 13.781 | | |
| | Total | 2780.917 | 195 | | | |

a. Dependent Variable: Academic performance of students in word processing

b. Predictors: (Constant), Home environment

B. Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | 95.0% Confidence Interval for B | |
|-------|------------------|-----------------------------|------------|---------------------------|--------|------|---------------------------------|-------------|
| | | B | Std. Error | Beta | | | Lower Bound | Upper Bound |
| 1 | (Constant) | 36.680 | 1.180 | | 31.092 | .000 | 34.358 | 39.001 |
| | Home environment | 1.260 | .075 | -.896 | 16.8 | .001 | .112 | 1.407 |

The F-statistic on table A above shows that there is a significant relationship between home environment and home environment and academic performance of students in word processing F1, 194=80.35, p<.05. Therefore, the null hypothesis one was rejected at 0.05 alpha level. However, the Beta coefficients (-0.896) is showing a negative sign, indicating that the relationship is in the opposite direction. Similarly, the regression equation y=36.680+1.260x indicating that

the more students involve or are exposed to much activities in the home environment the more it reduces their academic performance of students in word processing.

HO₂: There is no significant relationship between school environment and academic performance of students in shorthand.

Table 5: Regression Analysis on the Relationship between school environment and academic performance of students in shorthand

A. ANOVA^a

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|------|
| 1 | Regression | 1131.576 | 1 | 1131.576 | | |
| | Residual | 2749.341 | 194 | 14.17186 | 79.847 | .000 |
| | Total | 2780.917 | 195 | | | |

a. Dependent Variable: Academic performance of students in shorthand

b. Predictors: (Constant), School Environment

B. Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | 95.0% Confidence Interval for B | |
|-------|--------------------|-----------------------------|------------|---------------------------|--------|------|---------------------------------|-------------|
| | | B | Std. Error | Beta | | | Lower Bound | Upper Bound |
| 1 | (Constant) | 37.564 | 1.713 | | 21.928 | .000 | 34.193 | 40.935 |
| | School environment | 1.203 | .110 | -.707 | 10.936 | .065 | -.013 | 1.418 |

a. Dependent Variable: Academic performance of students in shorthand

The F-statistic on table A above shows that there is a significant relationship between school environment and academic performance of students in shorthand $F_{1,194}=79.847$, $p<.05$. Therefore, the null hypothesis two was rejected at 0.05 alpha level. However, the Beta coefficients (-0.707) is showing a negative sign, indicating that the relation is in the opposite direction. Similarly, the regression equation $y=37.564+1.203x$ indicating that the more students involve or are exposed to much activities in the school environment the more it reduces their academic performance of students in shorthand.

HO₃: There is no significant relationship between peer group influence and academic performance of students in typewriting.

Table 6: Regression Analysis on the Relationship between peer group influence and academic performance of students in typewriting

A. ANOVA^a

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|---------|-------------------|
| 1 | Regression | 1112.220 | 1 | 1112.22 | | .002 ^b |
| | Residual | 2768.697 | 194 | 14.272 | 77.9322 | |
| | Total | 2780.917 | 195 | | | |

a. Dependent Variable: Academic performance of students in typewriting

b. Predictors: (Constant), Peer Group

B. Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | 95.0% Confidence Interval for B | |
|-------|--|-----------------------------|------------|---------------------------|---|------|---------------------------------|-------------|
| | | B | Std. Error | Beta | | | Lower Bound | Upper Bound |

| | | B | Std. Error | Beta | | Lower Bound | Upper Bound | |
|---|------------|----------|-------------------|-------------|--------|--------------------|--------------------|--------|
| 1 | (Constant) | 39.932 | .706 | | 56.523 | .000 | 38.542 | 41.322 |
| | Peer Group | 1.057 | .050 | -.766 | 21.14 | .252 | -.041 | 1.155 |

a. Dependent Variable: Academic performance of students in typewriting

The F-statistic on table A above shows that there is a significant relationship between Peer Group and academic performance of students in typewriting $F_{1,194}=77.9322$, $p<.05$. Therefore, the null hypothesis three was rejected at 0.05 alpha level. However, the Beta coefficients (-0.766) is showing a negative sign, indicating that the relation is in the opposite direction. Similarly, the regression equation $y=37.564+1.203x$ indicating that the more students involve or are exposed to much peer group the more it reduces their academic performance of students in typewriting.

Summary of Findings

1. There is a significant relationship between home environment and academic performance of students in word processing. Home environment account for only 80.3% (0.803x100) relationship with d academic performance of students in word processing
2. There is a significant relationship between school environment and academic performance of students in shorthand. School environment account for only 50.0% (0.500x100) relationship with d academic performance of students in word processing.
3. There is a significant relationship between peer group influence and academic performance of students in typewriting. Peer group account for only 58.7% (0.587x100) relationship with d academic performance of students in word processing.

Discussion of Findings

The regression analysis on the relationship between home environment and academic performance of students in word processing accounted for only 80.3%. However, the Beta coefficients is indicated a negative sign, indicating that the relationship is in the opposite direction, meaning that the more students involve or are exposed to much activities in the home environment the more it reduces their academic performance of students in word processing. The findings support Ojo (2012) who observed that broken homes and low educational attainment are the causes of juvenile delinquency.

There is a significant relationship between school environment and academic performance of students in shorthand accounted for only 50.0%. However, the Beta coefficients is indicated a negative sign, indicating that the relationship is in the opposite direction, meaning that the more students involve or are exposed to much activities in the school environment the more it reduces their academic performance in shorthand. The study supports Agnew (2012) who discovered that the school environment is a major contributor to juvenile delinquency because it is a social interaction that can cause positive or negative strain in the life of youths and also provides the individual with initial reasons to pursue delinquent activities of negative strain or relationship is the result

The regression analysis on the relationship between peer group influence and academic performance of students in typewriting accounted for only 58.7%. However, the Beta coefficients is indicated a negative sign, indicating that the relationship is in the opposite direction, meaning that the more students involve or are exposed to much peer group the more it reduces their academic performance of students in typewriting. The study collaborates with Bankole and Ogunsakin (2016) who investigated the influence of peer group on academic performance of students. Their finding showed that peers' relationship influences academic performance of students.

CONCLUSION

The study found that juvenile delinquency affects students' academic performance negatively. The study revealed that, juvenile delinquencies associating with home environment, school environment and peer group have strong but negative relationship with the academic performance of the students.

RECOMMENDATIONS

Based on the above findings, the researcher recommends among other thing that:

1. Parents should create and enabled environment that will encourage them to study their books. As well, parents are advice to live together to give joint support to their educational welfare.
2. University management should ensure that school environment is free from cultism and other immoral behaviours among the students and staff that bedevil academic success. This is to ensure juvenile delinquent factors occasioned in the school environment to its attendant consequences on the students.
3. Students should be focused and develop self-discipline to resist any of behavioural influence that is capable of crippling their academic success and jeopardizing the future.

| S/N | Home Environment | SA | A | D | SD |
|-----|---|-----------|----------|----------|-----------|
| 1. | My parents don't participate in learner | | | | |
| 2. | I don't receive any encourage from my family members | | | | |
| 3. | I don't like attitude of my parents towards my education | | | | |
| 4. | My home is marked with quarrelling, fighting and hatred without peace and love | | | | |
| 5. | My parents and siblings don't show concern to my welfare. | | | | |
| | School Environment | SA | A | D | SD |
| 6. | School policy is hard on me as a student. | | | | |
| 7. | Students who are supported in school have better academic achievement. | | | | |
| 8. | Students with better socio-emotional health achieve better in school. | | | | |
| 9. | Positive interpersonal relationships in a school environment can increase achievement levels of students. | | | | |
| 10. | Students who feel secured in a school environment excel in their academics. | | | | |
| | Peer Group | SA | A | D | SD |
| 11. | My friends spend too much time on extra-curricular activities | | | | |
| 12. | My friends force to do examination malpractice with them. | | | | |
| 13. | My friends force to sorting lecturers where possible to pass my examinations | | | | |
| 14. | My friends encourage me to participate in smoking and drinking. | | | | |
| 15. | My friends take me out on regular basis for parties and clubbing events. | | | | |

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