ABSTRACT
This research work was carried out to examine the Effects of Juvenile Delinquency on the Academic Performance of Secondary School Students in Obio/Akpor Local Government Area of Rivers State. To achieve the purpose of the study, three (3) objectives of the study, research questions and hypotheses that guided the study. 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 analyzed using tables and simple percentages. Chi-square statistical analysis was used to test the hypotheses formulated at 0.05 level of significance. Findings show that home environment/family socio-economic status, school environment, peer pressure, negative messages from mass media, student’s attitudes, etc, are the reasons behind juvenile delinquency. Based on the findings, it is therefore recommended that a strong counseling unit be established in each school by the government in order to ameliorate students’ behavioral and academic problems. School authorities should curtail or if practicable eliminate the policy of suspension and expulsion of students from schools since such measures could cause the affected students to end up as school dropouts thereby causing some of such students to embrace antisocial behaviors due to frustration. Parents should encourage their children to participate more in religious activities like being members of the choir and youth fellowships in order to distract their attention from psychopathic behaviors that could lead to juvenile delinquency.

Keywords: Juvenile Delinquency, Academic Performance, Secondary School, Students

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performance of secondary students, while some students perform very well others do not, and in some cases, students are withdrawn from school for low academic performance.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; different levels of intelligence, socio-economic factors, school environment, students’ attitudes, sex of students, achievement motivation and students delinquent behaviors. 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 secondary schools 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 organized 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 offences. However, Deng (2018) in the light of the school system asks for a proper investigation of the good human behavior in order to facilitate teaching and learning for the benefit of the individual, school and the society at large. Obi (2014) observed that it is generally the desire of all students’ including the ones who perform below average to excel. Though they may not outwardly imply that, but it has been observed that deep down their hearts they desire excellent academic performance. The juvenile delinquency of a learner is a strong force in the learning process that has to be considered. The sphere of juvenile delinquency constitutes one of the predominant factors that may impinge on students’ academic performance in secondary schools.

**Statement of the Problem**
This research is based on the effects of juvenile delinquency on the academic performance of secondary school students in Obio/Akpor Local Government Area of Rivers State. The rate of failure and poor academic performance of secondary students is a serious problem that requires the attention of all the stakeholders in education, starting from the ministry of education to the secondary school students. This has become a source of concern for educational planners, parents, teachers, government and the general public. The persistence of juvenile delinquency among secondary school students in Obio/Akpor Local Government Area of Rivers State has been tackled in various ways by parents, schools, educationists and government in a bid to solve the problem of poor academic performance among students. Since all the efforts made so far have been unable to solve the problem of poor academic performance among secondary school students, the researcher is therefore motivated to find out the effects of juvenile delinquency on the academic performance of secondary school students in Obio/Akpor Local Government Area of Rivers State, with a view to finding solutions to the problem.

**Purpose of the Study**
The main purpose of this study is to find out the effects of juvenile delinquency on the academic performance of secondary school students in Obio/Akpor Local Government area of Rivers State. Specifically, the study sought to:

- Determine the extent to which home environment/family socio-economic status affect the academic performance of secondary school students.
- Examine the extent to which school environment affects the academic performance of secondary school students.
- Find out the extent to which peer group influence affects the academic performance of secondary school students.

**Research Questions**
The following research questions were posed to guide the study:

- To what extent does home environment/family socio-economic status affect the academic performance of secondary school students?
- To what extent does school environment affect the academic performance of secondary school students?
- To what extent does peer group influence affect the academic performance of secondary school students?
Research Hypotheses

$H_{01}$: There is no significant relationship between home environment/family socio-economic status and academic performance of secondary school students in Obio/Akpor local Government Area of Rivers State.

$H_{02}$: There is no significant relationship between school environment and academic performance of secondary school students Obio/Akpor local Government Area of Rivers State.

$H_{03}$: There is no significant relationship between peer group influence and academic performance of secondary school students in Obio/Akpor Local Government Area of Rivers State.

REVIEW OF RELATED LITERATURE

Concept of Juvenile Delinquency

Alemika (2018) and Muncie (2019), defined Juvenile delinquency as any act in violation of criminal law, committed by a person defined under law as a juvenile, which if had been committed by an adult will be treated as a crime or criminal conduct. According to Scalia (2017), juvenile delinquency is a violation of federal law committed by a person prior to age eighteen which would have been a crime if committed by an adult.

According to the Bartol and Bartol (2011) textbook the Psychological Definition of juvenile delinquency is a child’s engagement in extreme anti-social behaviour. Thus, children are supposed to be a sign of innocence and loyalty, yet they are killing other children and even killing their own parents. Mason (2015) opined that delinquency is the behaviour consequent to the failure of personal and social control to produce behaviour in conformity with the norms of the social systems to which legal penalties are attached.

Elliot and Voss (2011) and Sarason (2013) 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 criminal under law.

Siegal, Larry Walsh and Brandon (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. The term juvenile delinquency was established so that law breakers could avoid the disgrace of being classified in illegal records as criminals. A juvenile delinquent in Nigeria is a person who is typically under the age of nineteen and commits an act that otherwise could have been charged as a crime if they were adults.

According to Moffit (2016), 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 youths’ behaviour. Further more, juvenile delinquency can range from status offences such as; under age smoking, alcohol drinking to property and violent crimes.

Factors Influencing Juvenile Delinquency

Home environment/Family socio-economic status and juvenile delinquency among secondary school students

Family socio-economic status is based on family income, parental occupation and societal values in the community. The seeming undependability of our families to curb the menace of juvenile delinquency is not uncommented with the unprecedented global inflation that has had alarming influence on families, resulting in near break down of family ties. This generally shows the negative effect it has on the adolescent member of the family who are mostly found in secondary schools. Family socio-economic status affects parents’ ability to send their children to school and also affects students’ performance in school.
According to Uche (2014), children from parent with adequate income, good occupation and high status are likely provided with good quality education from nursery up to university level, given this opportunity, it is possible that such child will be less delinquent than their counterpart from lower socio-economic background. However, Coughin and Vuchimah (2016) in their empirical studies observed that there is a relationship between family socio-economic status and juvenile delinquency. Dishon and Loeber (2015), also observed that female secondary school students tend to act out as a result of low level of support from their mothers while boys tend to act out as a result of low parental monitoring. Weis (2012), in her study of ethnicity, gender and socio-economic status: pattern of access in Ghanaian secondary school found out that greater support of delinquent behavior among students is associated with students from poor homes as a result of the spill-over from the society where they constitute a larger percentage. Uche (2014) posits that the educational level of parents determines their level and status in the society. This comes from the fact that education has been described as one of the sources of social stratification and social mobility. Upadhyay (2011) opined that young people are eight times more likely to take alcohol through initiation of their own family members. In listing the factors underlying juvenile delinquency in secondary schools, Christie (2019) noted that parents and families are significant influence on students’ delinquent behavior 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.

Peer group influence and juvenile delinquency among secondary school students
As children enter adolescence, Friends take on a more prominent role in their lives. Brown, Clasen and Eicher (2016); O’Brien and Bierman (2018); Steinberg and Silverberg (2016) observed that peer relationships are significant contributor to understanding adolescents development. Duncan and Risk (2012), Urberg (2012), Stacy, Sussman, Dent and Burton (2012), Lanotti and Bush (2012) opined that peer pressure is linked with adolescent girls’ decision to become sexually active, and both male and female adolescents’ decision to smoke, use of drugs and other anti social delinquent behaviors. According to Maseko (2010), some youths gets into problems due to peer pressure and rebellion against parental authority. One group of peers that plays a role in juveniles’ life is gangs. Many juveniles who choose to join gangs lack a support system at home and hope to form bonds and lifelong friends with gang members. Most juveniles are willing to do anything one of the gang leaders asks, including criminal activities. National Criminal Justice Reference (2012), stressed that gangs are not the only outlet to delinquency that juveniles face through peers. Those who are sent to training schools are also influenced by the juveniles they meet there. Entering an unknown environment, filled with strangers, is an extremely scary and stressful situation for a juvenile. Naturally, they search for peers there who they can trust and form friendship. Since the types of crimes the juveniles have been sent to the training school for vary, the level of seriousness of each juvenile’s offence varies also. However, putting these youths together can backfire because they can learn delinquent behavior from one another. The Criminal Justice Reference (2012) further added that as a result of this, a juvenile might leave the training school being more at a risk than he was when placed there. Lipsey and Derzon (2018) opined that for youths under the age of 12-14, a key predictor of variable for delinquency is the presence of anti-social peers. According to McCord and Colleagues (2011), “Factors such as peer delinquent behavior, attachment or allegiance to peers, time spent with peers and peer pressure for deviance has all been associated with juvenile delinquency”. Conversely, Elliot (2014) reported that spending time with peers who disapprove of delinquent behavior may curb later violence. Steinberg (2017) observed that the influence of peers and their acceptance of delinquent behavior are significant and this relationship is magnified when youths have little interaction with their parents. Moreso, Thornberry and Krohn (2017) stressed that it has become clear that one of the major ways that juveniles becomes even more delinquent is through unrestricted interaction with deviant peers.
Dishion, McCord and Poulin (2019) opined that ironically, many of the common treatments for delinquents involve placing them in settings that aggregates them with other delinquents. Thus, concern has been raised about the possible iatrogenic effects of such placements. Eke (2018) points out that at particularly hard times when parents are busy trying to make out a living; there is hardly time for interaction with their children. In such cases, adolescents turn out to their peers for lesson on rules and regulations which govern conducts in the society. Such actions may lead to contacts which do not conform to the societal norms and the wish of their parents.

School environment and juvenile delinquency among secondary school students.

Elliot (2013) asserts that students with delinquent behavior are often grouped together unintentionally in the same classroom as a result of the school, emphasis of nurturing and clustering the academically superior students into same educational tracks. Delinquent gangs and peer groups often emerge under these circumstances when individual feelings of alienation, frustration and anger are naturally reinforced within the classrooms 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 if negative strain or relationship is the result. In a study carried out by Ogunwe (2013), he noted how school environment contributes to the problem of juvenile delinquency. According to him, some teachers have been found to be hostile to the children put under their care. Some have been found not to have interest in teaching as a career, somewhere found not to be attending classes regularly thereby giving room for students’ to develop the habit of juvenile delinquency.

The youths from low income status are always marginalized as teachers believe that these students have limited potentials and so there is no need working with them. School is a place where children are universally cared for, supported and nurtured; hence marginalization should be discouraged in the school. Mayer (2015) identified school factors as: Lack of involvement in school activities by students, absence of clear rules and school policies to guide students’ behavior and few allowance for individual difference in the school.

Scott, Nelson, Liaupain, Sprangne and Walker (2010), opined that when the academic curriculum models and instruction do not match the students’ ability level, he/she may become frustrated or bored and less attached to the school altogether. Goltfried and Hirsch (2010) states that, the quality of school that a child attends may determine the likelihood of him associating with delinquent peers. Thus, if the school is replete with students’ with delinquent behavior, they may influence any juvenile sent to that school negatively. It has been found that habits formed at school often persist into adult life.

Invariably, all schools face to some degree the persistent problems of lack of motivation, school failure, juvenile delinquency, vandalizing and stealing because not all students’ can complete successfully, and therefore, frustration can result leading to juvenile delinquency.

Negative messages from mass media and juvenile delinquency among secondary school students

The influence of the media on the psychosocial behavior of the juveniles is profound, as a result, some research findings proved that excessive television watching have a deleterious effect on learning and academic performance of students. According to Flannery (2017), media portrayals of violence have been well established as a risk factor causing juvenile delinquency. The media has a very high tendency of influencing juveniles negatively into delinquent behaviors.

Dwyer (2019) asserts that high levels of exposure to violence on television have been found as a factor contributing to juvenile delinquency. Kauffman (2011) supported Dwyer’s view by adding that extensive television viewing regardless of content has been found to negatively affect juvenile behavior leading to low level of academic performance of student’. More so, video and computer games that triggers impulsive and reflexive responses among juveniles that in effect contribute to the development of a tolerance for juvenile delinquency, if not to strain juveniles’ on how to be delinquent.
Keza and Mercy (2011) stressed that juvenile delinquency is one of the most visible forms of behavioral problems in human society. According to them, world newspaper and broadcast media reports daily on the extent of juvenile delinquency among students’. Juvenile delinquency deeply harms not only its victims but also their families, friends and society. Its effects are seen not only in deaths, illness and disability, but also in terms of quality of life. The effects of mass media on juveniles’ academic performance have become very significant not only because of its communicability but also as a result of its negative impact on juvenile delinquency. Juveniles’ are exposed to different social environments and hence, they react differently to mass media. According to Gbadeyan (2018), a typical African child has different social environment from that of a child in developed country like Britain or America. However, in Nigeria, juveniles are not exposed to those hobbies their counterparts in developed countries are exposed to. There are few recreational facilities in most of these developing countries. For instance in Nigeria, children only have recreational centers in Lagos, Ibadan, and a few other cities. This consequently makes them rely on watching television and home videos for long hours immediately after closing from school about 2:00pm till late hours in the night. In the process, they are exposed to so many hours of television commercials and programs which eventually leads to juvenile delinquency and subsequently results in low academic performance. The courier UNESCO (2001), Children Now (2018) and Gbadyen 2018) states that juveniles are by mass media because; they are the ideal target, simply because they are an avid viewers. Most big name brands and advertising agencies are used to influence children as consumers. Thus, their behaviour is a reflection of such influence; they choose what they consume, insist on their favorite brands and influence their family’s choice. Moreover, television and other broadcast media have been in existence over a century. However, there have been serious concerns about the negative impact of mass media on children’s behavior since inception. Since 1950’s there has been growing pressure mounted by parents, teachers and social scientists on their legislators and government to do something about the amount of delinquency within the mass media, particularly television. Murray and Lonnborg (2015) opined that based on the initial worry about violence and other obnoxious issues around mass media, many professionals and parents are now questioning the kind of programs designed by mass media for juveniles’, the amount of advertising directed at young viewers and the way mass media portray men, women and ethnic minorities and the effect of time that children are exposed to mass media. The perceived effects of the media on children are manifold. The media has been blamed for alienation, copy cat killings, producing apathy among the population, reinforcing prejudices and trivializing important issues.

Possible Remedial Measures to Forestall Juvenile Delinquency

Promising Interventions

The most promising school and community prevention programs for child delinquency focus on several risk domains.

The Study Group recommends integrating the following types of school and community prevention programs:

- Classroom and behavior management programs.
- Multi component classroom-based programs.
- Social competence promotion curriculum.
- Conflict resolution and violence prevention curriculums.
- Bullying prevention.
- After school recreation programs.
- Mentoring programs.
- School organization programs.
- Comprehensive community interventions.
Several unique programs have demonstrated that interventions with young children can reduce later delinquency. The High/Scope Perry Preschool Project focuses on 3- and 4-year-olds at risk for school failure. In this program, treatment group participants, when compared with control group participants, showed a number of benefits across a range of pro social functioning indicators, including fewer than half the life time arrests Schweinhart, Barnes, and Weikart (2013). The Elmira Prenatal/Early Infancy Project sent nurses to the homes of pregnant, unmarried women in households with low socio economic status. These visits began during pregnancy and continued to the end of the second year after the child’s birth. By the time the children were 15 years old, the positive impact of the visits was reflected in a decrease in children’s reports of arrests, convictions, violation of probation, and consumption of alcohol, sexual activity, and running away from home (Olds et al., 2018). As another example, Webster-Stratton (2018) has developed a comprehensive and successful training program for parents of Head Start children that include a focus on social skills and pro social behavior. The Study Group’s analyses of three recent service delivery studies - the Great Smoky Mountains Study of youth in North Carolina, the Patterns of Care program in San Diego, CA, and the southwestern Pennsylvania Costs of Services in Medicaid Study Burns et al., (2011) strongly indicate that the first step toward obtaining effective treatment is to provide families with access to mental health and other services. While the very early detection of emotional and behavior problems are a public health goal, results have not been encouraging. The delay between symptom onset and help seeking is apparent, and the rates of mental health interventions in juvenile justice are extremely low. Clearly, a mechanism for obtaining timely, specialized help is imperative. Such help could also alleviate the high cost of care - both psychiatric and general medical - for youth with the diagnosis of conduct disorder. It is extremely important to communicate to mental health and other services what treatments are effective. For example, many juvenile offender intervention programs, such as Multi Systemic Therapy (MST) Henggeler, Pickrel, and Brondino (2019), have had a significant impact on reducing the rates of felonies.

Juvenile Justice Programs

Because children are malleable, adolescence has generally been recognized as “a stage of developmental immaturity that rendered youths’ transgressions less blameworthy than those of adults and required a special legal response” (Grisso, 2016). Traditionally, juvenile courts do not adjudicate very young, first-time offenders and step in only when such institutions as families, social and child protective services, and schools fail in their efforts with children.

Unfortunately, the juvenile court has long served as a dumping ground for a wide variety of problem behaviors of children that other institutions (e.g., social, mental health, and child protective services) fail to serve adequately Kupperstein (2011); Office of Juvenile Justice and Delinquency Prevention, (2015). Although collaboration between juvenile justice and child and adolescent social services was once considered the cornerstone of a comprehensive childcare system, the two systems are severely fragmented. 25 years have turned child delinquents away from juvenile courts, resulting in sparse program development for these children. Although few programs in the juvenile justice system are explicitly designed for Child delinquents, new models are being developed. Currently, only a few well organized, integrated programs for child delinquents exist in North America (Howell, 2011). Most of them involve coordinated efforts among police, the public, prosecutors, judges, schools, and mental health services. These programs have yet to be evaluated, and their long term success may depend on receiving consistent funding from year to year.

METHODOLOGY

The study used the survey design to examine the effects of juvenile delinquency on the academic performance of secondary school students. The target population was 2,960 (two thousand nine hundred and sixty) students’ drawn statistically from 5 randomly selected secondary schools in Obio/Akpor Local Government of Rivers State. The sample size of this study comprised of 120 students in order to have a fairly representative sample from the population; a stratified random sampling technique was used. Here 120 copies of questionnaire were personally distributed to the respondents. The instrument used in this
study is a self-structured questionnaire. The questionnaire is made up of two sections. The first part is made up of questions that bother on demographic variables, while the second part is made up of closed ended questions. The statistical tool of analysis employed in this study is the chi-square, frequency moles and percentage method. The frequency moles and percentages was used to represent the answers in the questionnaire to different questions posed in the questionnaire. The hypothesis formulated was tested using chi-square. In the chi-square procedure, two sets of frequencies; observed and expected are compared. It is calculated by using the formula below:

\[ x^2 = \sum \frac{(o - e)^2}{e} \]

Where \( x^2 \) = Chi-square
\( \sum \) = Summation
\( o \) = Observed frequency
\( e \) = Expected frequency

Calculation of the degrees of freedom
\[ DF=(r-1) \times (c-1) \]
Where R= Number of row
C= Number of columns

From the chi-square distribution table, the value of \( x^2 \) is determined by using an assumed level of 0.05 level of significant.

Decision Rule
The decision rule states that, if the computed \( x^2 \) is greater than the critical value of \( (x^2)_{\text{table}} \), the Null hypothesis should be rejected and alternative hypothesis accepted. On the other hand, if the computed \( x^2 \) is less than the critical value, the null hypothesis should be accepted and alternate hypothesis rejected.

RESULTS

Research Question 1: To what extent does home environment/family socio-economic status affect the academic performance of secondary school students?

Table 1: Extent of the effects of Home Environment/Family Socio-economic Status on the academic performance of secondary school students in Obio/Akpor Local Government Area

<table>
<thead>
<tr>
<th>Variable</th>
<th>High</th>
<th>Moderate</th>
<th>Low</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>35</td>
<td>20</td>
<td>12</td>
<td>67</td>
</tr>
<tr>
<td>Female</td>
<td>29</td>
<td>15</td>
<td>9</td>
<td>53</td>
</tr>
<tr>
<td>Total</td>
<td>64</td>
<td>35</td>
<td>21</td>
<td>120</td>
</tr>
<tr>
<td>Total %</td>
<td>53.3%</td>
<td>29.2%</td>
<td>17.5%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Survey Data (2020)

Data in table 1 above shows that majority i.e., 53.3% of the respondents (male 35; female 29) believed that the extent of home environment/family socio-economic status of students was high, 29.2% of the respondents (male 20; female 15) indicated moderate, while 17.5% of the respondents (male 12; female 9) indicated low. In all a total of 64 respondents representing 53.3% indicated high, 35 respondents representing 29.2% indicated moderate, while 21 respondents representing 17.5% indicated low.

Research Question 2: To what extent does school environment affect the academic performance of secondary school students?

Table 2: Peer group influence on students’ academic performance

<table>
<thead>
<tr>
<th>Variables</th>
<th>High</th>
<th>Low</th>
<th>Total</th>
<th>Total % Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>53</td>
<td>14</td>
<td>67</td>
<td>55.8%</td>
</tr>
<tr>
<td>Girls</td>
<td>42</td>
<td>11</td>
<td>53</td>
<td>44.2%</td>
</tr>
<tr>
<td>Total</td>
<td>95</td>
<td>25</td>
<td>120</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Survey Data (2020)
Data in table 2 above shows that 79.2% of the respondents (boys 53; girls 42) indicted high and 20.8% of the respondents (boys 14; girls 11) indicted low. In all, a total of 95 respondents representing 79.2% indicted high, while 25 respondents representing 20.8% indicated low.

**Research Question 3**

*To what extent does peer group influence the academic performance of secondary school students?*

**Table 3: Positive Influence on Peer Group**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>47</td>
<td>39.2</td>
</tr>
<tr>
<td>Female</td>
<td>38</td>
<td>31.7</td>
</tr>
<tr>
<td>Youth</td>
<td>23</td>
<td>19.2</td>
</tr>
<tr>
<td>Children</td>
<td>12</td>
<td>9.9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>120</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Source: Survey Data (2020)*

The table above indicates that 39.2% representing 47 respondents have negative influence on the peer group, 23.1% representing 23 respondents have negative influence on the peer group, 19.2% representing 12 respondents have negative influence on the peer group, 9.9% representing 12 respondents have negative influence on the peer group.

**Testing Hypotheses**

The chi-square statistical technique will be used in testing this hypothesis. It is given as:  

\[ X^2 = \sum \frac{(O_i - E_i)^2}{E_i} \]

Where \( X^2 \) = Chi-square  
\( \sum \) = Summation sign  
\( O_i \) = Observed frequency  
\( E_i \) = Expected frequency

In this section, the hypothesis formulated were the chi-square \( (X^2) \) test. Chi-square will be used to examine the effect of parental influence on the choice of career among secondary school students. The hypothesis will be tested using chi-square statistical tool, the decision is that if the calculated chi-square is greater than the critical tabulated value, we reject the null hypothesis and accept the alternative but if it is less than the critical value we shall accept the null hypothesis and reject the alternative hypothesis.

i. **Testing Hypothesis 1**  
Accept \( H_1 \) if \( X^2 \) calculated is > \( X^2 \) critical  
Reject \( H_1 \) if \( X^2 \) calculated is < \( X^2 \) critical  

Computation  

\[ X^2 = \sum \frac{(O_i - E_i)^2}{E_i} \]

Using the data provided in table 4.3, we compute the analysis of whether home environment/family socio-economic status has any significant difference with students’ academic performance or not.

**Table 4: Test Table of Home Environment/Family Socio-economic Status on Students’ Academic Performance**

<table>
<thead>
<tr>
<th>Variables</th>
<th>High</th>
<th>Moderate</th>
<th>Low</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>35</td>
<td>20</td>
<td>12</td>
<td>67</td>
<td>55.8%</td>
</tr>
<tr>
<td>Female</td>
<td>29</td>
<td>15</td>
<td>9</td>
<td>53</td>
<td>44.2%</td>
</tr>
<tr>
<td>Total</td>
<td>64</td>
<td>35</td>
<td>21</td>
<td>120</td>
<td>100%</td>
</tr>
</tbody>
</table>

| Total %   | 53.3% | 29.2%    | 17.5%| 100%  |

152
To calculate for expected (e) frequency =
e = 35.7
35.7 is the e for row 1 and column 1.
The method of computation is followed for subsequent expected frequencies.

Table 5a: Calculate Frequency Response Table for Hypothesis 1

<table>
<thead>
<tr>
<th>Variables</th>
<th>High</th>
<th>Moderate</th>
<th>Low</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>o</td>
<td>E</td>
<td>o</td>
<td>e</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>35</td>
<td>35.7</td>
<td>20</td>
<td>19.5</td>
<td>12</td>
</tr>
<tr>
<td>Female</td>
<td>29</td>
<td>28.3</td>
<td>15</td>
<td>15.5</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>64</td>
<td>35</td>
<td>21</td>
<td>120</td>
<td>100%</td>
</tr>
<tr>
<td>Total % of response</td>
<td>53.3%</td>
<td>32.5%</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5b: Calculation of chi square for hypothesis 1

<table>
<thead>
<tr>
<th></th>
<th>o</th>
<th>e</th>
<th>o-e</th>
<th>(o-e)^2</th>
<th>Σ(o-e)^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Row 1</td>
<td>35</td>
<td>35.7</td>
<td>-0.7</td>
<td>0.49</td>
<td>0.014</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>19.5</td>
<td>0.5</td>
<td>0.25</td>
<td>0.013</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>11.7</td>
<td>0.3</td>
<td>0.09</td>
<td>0.008</td>
</tr>
<tr>
<td>Row 2</td>
<td>29</td>
<td>28.3</td>
<td>0.7</td>
<td>0.49</td>
<td>0.017</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>15.5</td>
<td>-0.5</td>
<td>0.25</td>
<td>0.016</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>9.3</td>
<td>0.3</td>
<td>0.09</td>
<td>0.009</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>120</td>
<td>0</td>
<td>0.077</td>
<td></td>
</tr>
</tbody>
</table>

The computed chi-square is 0.32.

DF = (R-1) (C-1) (3-1) (2-1)
    2 x 1 = 2

The critical value of chi-square with 2 degree of freedom at 0.05 level of significance is 5.99 and computed value of chi-square is 0.077.

Decision Rule
The computed chi-square of 0.32 is less than the critical value which is 5.99. Therefore we reject alternative hypothesis and accept null hypothesis at 0.05 level of significance. It then means that there will be no significant difference between male and female students on home environment/family socio-economic status and academic performance in Obio/Akpor Local Government Area of Rivers State.

ii. Testing Hypothesis 2
The chi-square statistical technique will be used in testing this hypothesis. It is given as:  \( X^2 = \sum \frac{(o-e)^2}{e} \)
Where \( X^2 = \) Chi-square
\( \sum = \) Summation sign
\( o = \) Observed frequency
\( e = \) Expected frequency
Table 6a: Test Table of Peer Group Influence and Students Academic Performance

<table>
<thead>
<tr>
<th>Variables</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
<th>Total % response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>53</td>
<td>14</td>
<td>67</td>
<td>55.8%</td>
</tr>
<tr>
<td>Girls</td>
<td>42</td>
<td>11</td>
<td>53</td>
<td>44.2%</td>
</tr>
<tr>
<td>Total</td>
<td>95</td>
<td>25</td>
<td>120</td>
<td>100%</td>
</tr>
</tbody>
</table>

Percentage 79.2%  20.8% 100%

To calculate for expected (e) frequency we have;

\[ e = 53.04 \]

53.04 is the e₁ for row 1 and column 1.

Table 6b: Expected Frequency Response Table for Hypothesis 2

<table>
<thead>
<tr>
<th>Variables</th>
<th>High</th>
<th>Low</th>
<th>Total</th>
<th>Total % R.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>o</td>
<td>e</td>
<td>o</td>
<td>e</td>
</tr>
<tr>
<td>Boys</td>
<td>53</td>
<td>53.2</td>
<td>14</td>
<td>13.9</td>
</tr>
<tr>
<td>Girls</td>
<td>42</td>
<td>41.9</td>
<td>11</td>
<td>11.0</td>
</tr>
<tr>
<td>Total</td>
<td>95</td>
<td>95</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Total % Response</td>
<td>79.2</td>
<td>20.8</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

We proceed further to calculate the chi-square (\(x^2\))

Table 6c: Calculation of chi-square for hypothesis 2

<table>
<thead>
<tr>
<th>Variables</th>
<th>(o_1)</th>
<th>(e_1)</th>
<th>(o_1 - e_1)</th>
<th>((o_1 - e_1)^2)</th>
<th>(\sum(o-e)^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Row 1</td>
<td>53</td>
<td>53.04</td>
<td>-0.04</td>
<td>0.0016</td>
<td>0.00003</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>13.95</td>
<td>0.05</td>
<td>0.0025</td>
<td>0.00002</td>
</tr>
<tr>
<td>Row 2</td>
<td>42</td>
<td>41.95</td>
<td>0.05</td>
<td>0.0025</td>
<td>0.00006</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>11.04</td>
<td>-0.04</td>
<td>0.0016</td>
<td>0.00014</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>120</td>
<td>0</td>
<td>0.0082</td>
<td>0.00025</td>
</tr>
</tbody>
</table>

\[ DF = (R-1) \times (C-1) \]
\[ (2-1) \times (2-1) \]
\[ 1 \times 1 = 1 \]

The critical value of chi-square with 1 degree of freedom at 0.05 level of significance is 3.84 and computed value of chi-square is 0.0025.
Decision Rule
The computed chi-square of 0.0025 is less than the critical value which means we reject alternative hypothesis and accept null hypothesis at 0.05 level of significance. It then means that there will be no significant relationship between peer group influence and academic performance.

DISCUSSION OF FINDINGS
The finding of this study provides a veritable ground for useful discussion. The findings present the rating of the effects of juvenile delinquency on the academic performance of secondary school students in Obio/Akpor Local Government area of Rivers State. The data analysed in table 4.3 revealed the results of male secondary school students’ responses of grand total of 67 and chi-square of 0.035. While female responses of grand total of 53 and chi-square of 0.042 were accepted. This shows that parental influence on the career choice of secondary school students is high; the two respondents did not differ significantly. Hence the null hypothesis was accepted.

This finding agrees with the view of Wies (2012), in her study which states that ‘greater percentage of juvenile delinquency among students is associated with children from rich homes, since they are the majority in schools while on the other hand juvenile delinquency is associated with students from poor homes as a result of spill over from the society where they constitute a larger percentage. The results of the findings in table 4.4 shows that the juvenile delinquency among students is as a result of peer group influence. However, the results revealed that boys in secondary school’s response of grand total of 67 and chi-square of 0.00005. While girls in secondary school’s response of grand total 53 and chi-square of 0.00020 were accepted. This shows that juvenile delinquency is as a result of peer group influence. The two respondents did not also differ significantly. Thus, the null hypothesis was accepted. This conforms to the opinion of Thornberry and Krohn (2017) as he analysed that ‘it has become clear that one of the major ways that juvenile can become even more delinquent is through unrestricted interaction with deviant peers.

CONCLUSION
This research work has examined the effects of juvenile delinquency among secondary school students in Obio/Akpor Local Government Area of Rivers State. It is clear that home environment/family socio-economic status and peer group influence are the major causes of juvenile delinquency in the area. This includes lack of proper counselling from parents and school guidance and counsellors and their unwillingness to reason with the child, students uncooperative stand, educational level of parents, etc. The researcher has verified the various findings and come to a conclusion that if the problems mentioned above are addressed the students will have a better academic performance.

RECOMMENDATIONS
The effect of juvenile delinquency among secondary school students is high due to home environment/family socio-economic status and peer group influence toward. The implication here is the psychological, socio-economic and culture effect on the child. Based on the findings of the study the following recommendations are made:
- Parents should serve as a good role model to their children. This means that the conduct of parents should be worthy of emulation by their children.
- Parents are required to resolve their marital differences amicably without recourse to divorce in the interest of their children.
- Based on the extent of school influence on male and female students development of psychopathic behavior it is recommended that a functional disciplinary committee which would adjudicate on students misdemeanor and recommend appropriate punishments for offences to school authorities should be set up in each school by the principal.
- It is imperative for a strong counseling unit to be established in each school by the government in order to ameliorate student’s behavioral and academic problems.
• School authorities should curtail or if practicable eliminate the policy of suspension and expulsion of students from schools since such measures could cause the affected students to end up as school dropouts thereby causing some of such students to embrace antisocial behaviors due to frustration.

• Parents should encourage their children to participate more in religious activities like being members of choir and youth fellowships in order to distract their attention from psychopathic behaviors.

REFERENCES


