



## **Teachers and Parents Perceptions of Factors that Influence Juvenile Delinquency and Counselling Strategies in Public Secondary Schools in Port Harcourt Metropolis**

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### **ABSTRACT**

This paper examined the teachers and parents perception of factors that influence juvenile delinquency and management strategies in public secondary schools in Port Harcourt Metropolis. A descriptive survey design was adopted for the study. A sample of 390 respondents made up of 130 teachers and 260 parents was drawn from the entire population of 923 teachers and parents from the selected public secondary schools. The stratified random sampling technique was used to obtain the sample size for the study. Instrument for data collection was titled “Questionnaire on Teachers and Parents Perception of Factors Influence Juvenile Delinquency that was validated by the researcher supervisor and two experts in measurement and evaluation from the Faculty of Education Rivers State University. Data was analyzed using the mean and grand mean for the four research questions formulated for the study. The result was subjected to Pearson Product Moment Correlation coefficient. Analysis and a coefficient of reliability of 0.87 was realized indicating that the instrument was reliable for the study. Findings show that students frequently exhibited various kind of delinquent acts such as examination malpractice, extortion of money, drug addiction, similarly, physical or psychological broken families is the major factors among other factors that contributes to juvenile delinquency among adolescents or students. Based on the findings some recommendation were also put forwards to include the government to provide the necessary infrastructural facilities and equipment in all secondary schools in Port Harcourt and the state in general, principals should introduce some extra-curricular activities like – students clubs, social gathering like inter-house and school competitions, excursions to mention but a few. The management of the school should stage on awareness campaign on factors influencing delinquent acts and the management strategies in secondary schools every quarter of the year.

**Keywords:** Juvenile, Delinquency, Strategies, Perception, Counselor, Parents, Influence.

### **INTRODUCTION**

The issue of juvenile delinquency in schools has always given school administrators sonic food for thought. Student’s radicalism has become a regular feature of community life: it is fast assuming a socially dangerous dimension, which even the forces of state authority have not found easy to quell Their actions have at one time or the other caught the attention of many different types of citizens ranging from the ordinary man on the street to the heads of state. Anderson *et al.* (2016) said that “the behaviour of our youths has in recent years become an issue of national concern; it constitutes a cause for alarm from many quarters”.

This is in line with the view of Okujagu (1989) in Iwundu (2015), that there have been complaints about stealing, examination malpractices truancy, wickedness, bullying, extortion, destruction of public property... in our institutions of learning in recent times. There are reports from some schools in Port Harcourt where students were maimed; some lost their lives as a result of beating from their fellow

students. For instance, in 1995, a student of Elekahia Secondary School, Port Harcourt stabbed a fellow student to death. Recently three boys of Community Secondary School Nkpolu in Port Harcourt were expelled in February 2000 for raping a 16 year old girl. In the same year some groups of students from the same Nkpolu Secondary School used dangerous weapons like short axe, broken bottles and planks on the school's gateman, but for the intervention of teachers he would have dropped dead. The above reported cases are a few of the numerous ones witnessed by the researcher, & through her interaction with members of the society.

Now, tracing the root causes of Juvenile Delinquency in Schools, it is clear that delinquent behaviour is as old as man himself. Adam and Eve the progenitors of human race were delinquents for they transgressed God's law by eating forbidden fruit, and God punished them for their delinquent behaviour (Genesis 4:16 & 17). Onyejiaku (2016) confirmed that delinquency has been from time immemorial a social evil and no society has condoned or encouraged it because it is a cankerworm that eats deep and destabilizes social fabric. It consists of behaviour by non-adults, which violates specific legal norms or standards of a particular social group with such frequency or seriousness that the delinquent individuals are marked by the society as bad and dubious characters. These offences differ in rate of occurrence and level of seriousness; the more grave ones are robbery, use of drug, stealing, cultism, rape, murder, examination malpractice, prostitution... These Juvenile offences often attract tough penalties at the Juvenile Courts where such offenders are tried and those found guilty are usually sent to Remand Home or Reformatories.

The Principals Conference of July 1977 held in Lagos, identified some factors that are likely to cause disciplinary problems in schools. They noted that a parental factor appears to have the greatest influence on the behaviour of a child. To this extent, one could say that the family is the first agent of socialization for the child and also the most influential. As the family socializes the child, he/she learns the rudiments of social interaction and behaviour. These early impressions no doubt have a great impact in moulding his/her character and personality. In addition, values, norms sanctions and rewards peculiar to particular family helps to form the child's own values before he/she goes to school. Thus, permissiveness, restrictions, consistency and inconsistency, adopted by parents in addition to family environment are primary factors that contribute to a relatively accurate prediction of a child's potential behaviour pattern or attitude in school (Merton, 2014). This statement however, assumes that what a child is used to at home determine the child's behaviour at school and in public. Akinboye (2017) said that devitalised homes, ill-health and lack of adequate personal and social stimulation may lead to frustration and conflict which may escalate in the manifestation of delinquency in a child, Georgewill (2014) opined that the social-economic background of the children compel them to become delinquent. Most cases of delinquent acts are from lower class homes, so poverty in the home may contribute to delinquent behaviour like stealing as to satisfy their physical hunger, it can even lead to aggressiveness because a "hungry man they say is an angry man, poverty leads to frustration, lack of social recognition, security and independence both at home and outside, and the individual's plan may be thwarted consequently, he/she may indulge in some delinquent acts to reduce the pent-up tension. It is against this background that this research work is being conducted to determine the teachers and parents perception of factors that influences Juvenile Delinquency and management strategies.

### **Statement of the Problem**

One thing that predisposes a child to delinquent acts is defective discipline, in Nigeria today the managerial strategies used in time past in controlling and moulding student's attitudes had died a natural death in the school system. Those extra-curricular activities, which keep students busy in and outside school hours and helped in training up their minds for better things are no longer practiced. No wonder the saying that "The idle mind is the devils workshop" hence the various kinds of delinquent acts among the secondary school students, ranging from examination mal-practices, students unrest, rape, cultism to mention but a few.

These behaviours of course constitute important impediment to the effective learning of the students. If the primary objective of education is to train a whole man mentally, emotionally and physically to guide children and youths in acquiring the socially acceptable behaviour and right skills, to prepare them to be responsible and happy citizens. Then these objectives can never be achieved in such a socially and morally bankrupt society, where there is no good environment for the body and mind to work together.

Although various efforts and measures had been made by the government to eradicate delinquent behaviours in secondary schools, delinquency continues to eat into the marrows of the adolescents. For example, by the early part of 1977 the issue of indiscipline had reached a critical point in Nigeria to the extent that the military government posted some military personnels to schools in order to maintain discipline. It was the same state of indiscipline in schools and other sectors of the nation's life that promoted the Buhari/Idiagbon Military Regime to launch a War against Indiscipline" in March 20, 1984. All these effects proved abortive. Since various efforts and measures made by the government to eradicate delinquent behaviours in Secondary Schools had proved abortive. This therefore raises the urgent need to determine some strategies for managing Juvenile Delinquency amongst Secondary School 'students in Port Harcourt Metropolis.

In view of the above, the following strategies were used by teachers to managed juvenile delinquency in schools:

1. Grouping of students in houses whether they board in hostels or not, for the purpose of closer contacts and interactions.
2. Students are given responsibilities and opportunities to be involved in decision-making concerning the affairs of the entire students' body.
3. Students are encouraged to join clubs and societies for extra-curriculum activities and development of creative talents.
4. Excursion and inter school visits should be encouraged because it provides friendships and enhance practical experiences.
5. The school should organize sport (inter-house) or sport festivals these will provides opportunities for interactions of students and teachers, schools and their host communities.

Furthermore, parents proffer the following strategies as a tool for managed juvenile delinquency among children or students; early close supervision of the child, it help for an effective management of delinquency by checking their activities as follows; the friends they keep, checking of their school work at home daily, provision of their needs, flogging as a corrective measure, provide an enabling environment, and cordial relationship.

#### **Purpose of Study**

The purpose of the study is to determine the teachers and parents perception of factors that influence juvenile delinquency and management strategies in public secondary schools in Port Harcourt with the following objectives:

1. Examine influence of strategies on the various delinquents acts exhibited by students.
2. Determine how the factors influencing these delinquent acts among the students.
3. Ascertain the influence of strategies adopted by the school in the management of juvenile delinquency.

#### **Research Questions**

1. What are the various delinquents acts exhibited by students in Port Harcourt Metropolis?
2. What are the factors influencing these delinquent acts amongst the students?
3. What strategies does the school adopt in the management of Juvenile delinquency?
4. What strategies does Parents adopt in the Management of Juvenile Delinquency?

#### **Significance of the Study**

The significance of this study does not only lie in the fact that it will add to the existing volume of relevant literature in education, but its findings will provide some scholarly analysis on the issues of some delinquent acts exhibited by secondary school students, the factors influencing these acts and to masses the management strategies used in the schools and at home. It is believed that the findings of the study will be of immense benefit to the Educational Administrators to plan, implement, and execute a realistic approach to the problems of Juvenile Delinquency. The teachers and parents stand to achieve the primary objectives of education, thus: to train a whole man mentally, emotionally and physically, to guide youths (students) in acquiring the socially acceptable behaviour and right skills as to become responsible and happy citizens and also make his or her contributions to the nation building.

## THEORETICAL FRAMEWORK

Some of the various theories that have attempted to explain the causes of Juvenile Delinquency are discussed below:

**Biological Theory:** This theory states that delinquency is mainly inborn. That is to say those delinquents are born not made. It further states that delinquents are born with certain body structure, which predisposes them to commit crimes. Another biological view is that during child's formation in the womb the normal child has a cell combination of xy which results in a normal child, extra y is added giving cell combination of xyy, the result is a male child with behaviour problems because of the extra y chromosome which will make him unusually tall, aggressive, maladjusted, deviant in all his doing (Module 8, 1990).

Another theorist, Goring (in Lowenstein, 2017) explained the cause of Juvenile Delinquency to be of hereditary. According to him, the reason that most habitual criminals are first convicted at an early age is that their antisocial dispositions, like all other human hereditary conditions tend to become manifest at the earliest possible opportunity... Kalia (in Maier 2014) in support of Goring's explanation which stated Juvenile Delinquency is to a great degree conditioned by an inherited character structure but does not assign independent importance to the time of manifestation.

**The Physiological Theory:** This school of thought attempts at explaining delinquency causation by assuming that an individual's physical traits might determine the type of character and actions he/she will exhibit. The founder of this school of thought is an Italian doctor known as Cesare Lombroso. According to Shari (in Sills, J.P. 2015) Lombroso believed that delinquents were moral idiots who differed from normal ones in basic and in-born physical characteristics. Studies have been carried out in support of this view (Gluecks & Gluecks, 2016). These investigators have compared the total body structure of delinquents and have found generally that delinquents tend more often to be "Mesomorphs" (relatively muscular, tightly knit people"). This theory of deviance has been criticized and has gone out of favour today. According to Lowenstein (2014), one may say that everyone is born criminal and that human needs are satisfied without inhibition until the person, through a normal mental development reaches sufficient maturity.

**The Marxist Theory:** This theory attempts to explain delinquency as a result of the nature of the productive system and the in-equalities of social strata that emerges due to the capitalist exploitation inherent in that particular society.

According to William Chambliss (in Haralambos, 2016) 'Crime' (or Juvenile Delinquency) is widespread in every social stratum in capitalist society. The impression given by official statistics that Juvenile Delinquency is largely a working-class phenomenon is simply due to the selective application of the law. In other words, it is only the members of the working classes that gets caught or are labelled as criminals. For Mandsts there are two main classes in society:

- (a) The class of the owners of the means of production bourgeoisie or capitalist class.
- (b) The class of the non-owners of the means of production proletariat or working class.

Since the working class does not have the means of living a favourable standard, in an attempt to achieving this favourable standard of living through "illegal" means they get caught. It further explained that the selective application of the law given the impression that criminals are located in the working class, serve to divert the attention of members of the subject class from their exploitation and oppression. Therefore for Mand, it is the ruling class who make the law and this law is made to satisfy and perpetuate ruling class ideology.

## The Juvenile Acts Exhibited by Secondary School Students

Student's radicalism has become a regular feature of school life. Their actions have at one time or the other caught the attention of many different types of citizens, ranging from the ordinary man on the street to the head of state. The behaviour of our youths has in recent years become an issue of National Concern... (Aderson, 2016). This is in line with the view of Okujagu (2015) that there have been complaints about stealing, examination malpractices, truancy, wickedness, bullying, extortion, destruction of public properties to mention bit a few in our institutions of learning in recent times.

There are reports from some schools in Port Harcourt where students were maimed, some lost their lives as a result of beating from their fellow students for instance, in 1995, a student of Elikahia Secondary School, Port Harcourt stabbed a fellow student to death. Recently three boys of Community Secondary School Nkpolu in Port Harcourt were expelled in February 2000 for raping a 16 year old girl. In the same year some groups of students from the same Nkpolu Secondary School

used dangerous weapons like short axe, broken bottles and planks on the school's gateman, but for the intervention of teachers he would have dropped dead. The above reported cases are a few of the numerous ones witnessed by the researcher, & through her interaction with members of the society.

Onyejiaku (2016) confirmed that delinquency has been from time immemorial a social evil and no society has condoned or encouraged it because it is a cankerworm that eats deep and destabilizes social fabric. These offences differ in rate of occurrence and level of seriousness; the more grave ones are Robbery, Drug Addiction, Stealing, Cultism, Rape, Murder, Prostitution, Exam Malpractice etc, these behaviours of course constitute important not impediment to the earning of the students. If the primary objective of education is to train a whole man mentally, emotionally and physically to guide children and youths in acquiring the socially acceptable behaviour and right skills, to prepare them to be responsible and happy citizens. Then these objectives can never be achieved in such a socially and morally bankrupt society.

### **Factors Influencing Juvenile Delinquency**

Many factors contribute to the development of Juvenile Delinquency among secondary students. Flanks (2016) has observed that disciplinary problems in school cannot be traced to a single variable alone, that all forces that combine to produce the behaviour cannot be identified nor can their relative influence be succinctly categorized. Despite this, few people have been able to identify the likely cause of delinquency in school. Many theories have been formulated on the issue of factors influencing juvenile delinquency, for instance the biological view that there are certain body structures, which predispose them to commit crime. They also said that it is hereditary.

The physiologists' claims that the inborn physical characteristic differs from normal ones and this predisposes them to delinquent acts because they are relatively muscular and tightly knit people. Marxist blames the society that two main classes are ruling, the capitalist class and the working class. Since the working class do not have the means of living a favourable standard, in an attempt to achieving this, favourable standard of living is involved in the delinquent acts. The sociologist claims that the environment is the most prominent factor that causes juvenile delinquency. An individual becomes delinquent according to the nature of the society he/she found him/herself. The physical and social life of the area one found him like lower income, parental neglect, school failure and other social circumstances. Edward Surtherland says that criminal behaviour is learned through contact with criminal patterns that are present, acceptable and rewarded in one's physical and social environment. This proves that there is no clear cut of the causes of Juvenile Delinquency rather many factors contributes to the cause of this behaviour pattern in the Adolescent students they are as follows:

**The Home Environment:** There is continuous interaction between the child and the environment. The individual effects changes in the environment, and the environment to a great extent influences the child's behaviour. The word environment means an aspects of the field in which an individual functions, that is the totality of a child's up bringing including the provision of his tissue needs, psychological and social needs (Denga, 2018). Research has shown that more delinquent offences are reported from the high-density area in most of the Nigeria cities where the low income groups live and it is common in urban area than in rural area because the rich people reside in the urban centers and advertise their material fortunes. Most often, these young stars from mostly lower class that are unable to resist the substantiates. Murray's classification of environment thus - they classified environment by the kind of benefit or harm that t provides. That if the environment is potentially harmful, the individual in the will attempt to reject it or defend themselves against it. But if the environment is potentially beneficial, individuals will usually accept it and try to interact with it.

They further stress on Asumi's identification of the upper and lower class homes with such indices as location. For instance, the Government Reservation Area type of house that is usually isolated with modern structure, well built, highly ventilated with all amenities, pleasantly furnished and the environment surrounded by trees. During the greater part of the day, complete quite and calm pervades the area. He sees the low class homes as located in a congested area, with indigenes and build structure or batcher structures with hawkers all over the place at anytime of the day. Looking at these two categories of homes the upper class home definitely will provide all the necessary needs of a child while the lower class home because of its inadequacy cannot provide all these needs. Examples of such places are Diobu area, and Bundu waterside all in Port Harcourt.

Amirize (2014) describes such environment as urban slum, high density population and poor housing, uninspiring adult life style - drunkenness, lawlessness, vogue of violence, lewdness, aggressive hostility, egocentricity extreme permissiveness to mention but a few, Iwundu (2015) recorded that

criminals are observed to come more frequently from highly and densely populated areas, manufacturing and highly industrialized area. Bullock (2014) confirms this statement by associating deviance with people who live in poor inner city area. This is in line with Sutherland's differential association theory, which states that most criminal behaviour is learned through contact with criminal patterns that are present, acceptable and rewarded in one's physical and social environment.

It is likely that much delinquency has its root in the family set up. Parental failure in the socialization process of the child may lead to Juvenile Delinquency. The Home is the primary associate of the child so the failure of the primary groups to produce desirable and acceptable behaviour pattern in young, the resultant consequence is delinquency. May (2016) in discussing causes of Juvenile Delinquency said that the root of any law breaking in the society is linked generally to the way and manner a child grew up in the home. Okorie (2015) in a study on relationship between the home and aggressive behaviour in children" pointed out that the home environment, parental attitudes and background and the quality of maternal care are considered to be significant and perhaps more important than most other factors that influences children's behaviour. Ben (2017) opined that a child's basic needs bear a close irrevocable relationship to Juvenile Delinquency. He sees it as principle, that basic discipline can only be achieved when basic needs such as food and safety are gratified. Such squelching needs according to him include love, emotional security, recognition, approval, successes and lack of awareness, lack of all these, he stressed, cause frustration which eventually breed countless behaviour problem. This may be linked with Maslow's theory of human motivation, which demonstrates those children's basic needs for food, safety, love and self-esteem must be met if their need to acquire skills and knowledge are to emerge.

According to Obi (2015) in his study on social class system, social location and Juvenile deviation, stated that researches on a variety of delinquent behaviour reinforces a strong interrelationship between Juvenile Delinquency and sociological factors such as poverty, social location, status content, social position and social classes. Many individuals indulge in illegal acts to meet some of their basic needs.

**The Socio-economic Status:** The socio-economic status of the family plays a major role in the development of Juvenile Delinquency in the child. This socio-economic status of the family is divided into the three parts, the lower, the middle and the upper classes. Most cases of delinquent acts reports are mainly from the lower class homes. Poverty in the home may contribute to delinquent behaviour of the children. When people are not properly fed, they suffer hunger and starvation, and may be tempted to steal money, material things or even foodstuff to satisfy their physical hunger. This is confirmed by Georgewill (2015), which said that most delinquent children in Nigeria steal to meet some needs. Onyejiaku (2016) continued by saying that poverty leads to frustration, lack of social recognition, security and independence both at home and outside and the individual indulge in delinquent acts to reduce the pent-up tensions. Ene (2014) explained the theory propounded by William, which established a relationship between poverty and deviance. He maintained that the mental state of the criminals is the outgrowth of their economic degradation, which in turn is brought about by their class cleavages. People in a particular class reason in a particular way and this are caused by poverty or affluence. This applies to youngsters who are socialized by this class of people. Also, they further carried out a study on the relationship between delinquency and social class. In their findings they were able to support the notion that there is a relationship between the low social status and rate of delinquency. They also found out that preferential treatment is given to juvenile delinquents depending on the social class background of the family the delinquents belong to. No wonder Nye (2018) exclaimed that the Juvenile delinquents from families with high socio-economic status are rarely convicted. But it is usually those delinquents from families with low socio-economic status who are often convicted and are sent to the approved school.

Zanden (2016) stressed on the Cohen's suggestions that lower class boys are attracted to gangs because they are constantly being judged by a middle class measuring rod. They find themselves falling in a middle class school environment, which rewards verbal skills, neatness and ability to defer gratification. The boys respond by banding together in Juvenile gangs where they evolve "Macho" standards rewarding toughness, street smarts and trouble making-standards that allow them to succeed.

The upper class children are also involved in delinquent acts but their parents do everything possible to cover the delinquent acts committed by their children in an attempt to save face and preserve the integrity of the family. And studies have shown that people with high status and material security may

be typically motivated to maintain their positions. Those born into affluences on foster impulses to be experience and yet, feel repressed, Modules (2014) in his study of the relationship between family background and Nigerian adolescent attitude normal norms discovers that when the socio-economic status of the family goes up, the reactions to moral norms come down. This of course implies moral laxity on the part of the students. He also observed that homes with high economic status scorn to be relaxed in disciplining their children. This statement is confirmed by Onyejiaku (2016) that the upper class children are involved in delinquent acts because most well-to-do parents show laissez-faire attitude to their children, the money is there, the child is free to do whatever ho/she desires and a child without parental control or guidance ends up being delinquent. To further support this, some Psychologists like Flanks have argued that upper class homes are usually egalitarian, permissive, democratic and highly individualized. They place high premium on self-expression and intellectual independence thereby encouraging their children to make up their minds and stand firm against group pressure. They clearly instruct them in attitude favouring skepticism towards authority, egalitarianism and personal autonomy.

**The Societal Influence:** The society plays a role in the development of juvenile Delinquency. Marxist Scholars in their arguments pointed out that is the exploitative nature of the capitalist society giving rise to families in ;e society being mainly divided into bourgeois class (i.e. ruling class) and working class (i.e. dominated class) that results in adequate and adequate child-care and this in turn may predispose a child to delinquent (Haralambos, 2016). Okujagu (2015) emphasized on Shaw Mokay (2014) study that children in urban areas are more exposed to the tie and bustle of life and cinema violence than their rural counterparts also reflects the changing technological and authority structure of our w where traditional and values of virtue are giving way to imbibing of life style, which is more prominent in urban area Merton 2016) contended that when a society extols common symbols of for the entire population while structurally restricting the access of large numbers of people to The approved means for acquiring these symbols, anti-social behavior will be generated. For instance, Nigeria is as the giant of Africa and very rich in mineral resources. But large number of the Nigeria populace, have restricted access to the approved s for acquiring this money. The ruling class export moneys to other countries while majority of Nigerians are lavishing in poverty and hunger. So there is every tendency that delinquency must he on the increase in Nigeria.

**The Peer Group Influence:** By peer group we mean the association of the social relationships between people within the same age range. They often have common characteristics or interest. According to Onyejiaku (2016) the adolescent moral judgment is often influenced by peer group pressures. And adolescent fights to free himself from parental domination while he relies more on the norms and standards of the peer culture so the moral judgments is greatly influenced by the opinion of his peers. In most cases, the values and standards set by peer groups contradict parental and societal values. The peer group pressure on adolescents is often so imposing that personal moral judgment or strength character is disregarded. Furthermore, crowd mentality reaches it during this time and certain things are done because others do them. Parental views and values are no longer taken to be current. This is demonstrated in several adolescents' demonstrations and protests in disregard to constituted authority and barefaced violence schools. However, there are variations in the maturity of adolescent's moral judgment and social conformity. Those who have achieved mature moral judgment can resist social pressures and constraints, regardless of the situation or tile pressure group (Onyejiaku, 2016).

### **Counseling Strategies Adopted by School Organization in the Management of Juvenile Delinquency**

The complexity of the role of the modern teacher demands that in addition to teaching. He/she should also be an exemplar, a model and an adviser to pupils. There is need to cater adequately for the emotional, and social life of students especially during the formative years. "An idle mind they say is the devils workshop". When students are not adequately occupied there is that tendency for them to execute some delinquent acts. Hence the need for the organization of the following in school system: grouping of students in "houses whether they board in hostels or not, whereby all classes are mixed up for purpose of closer contacts and interactions, to be headed by Hostel Master. The senior students are given responsibilities s and opportunities to be involved in decision-making concerning the affairs of the entire student body. This is done by election and the system serves as training in leadership and the ideals of democracy. Students are encouraged to join clubs and societies for extra-curriculum

activities and development of creative talents. The school assembly serves as a medium to inculcate civic values (Module 8 1990), support this by saying that the school goes a long way in determining the child's physical, social and moral development. The school should organize end of year and sport festivals' (inter-house sport), these provides opportunities for interactions of students and teachers, schools and communities. Cursions and inter- school visits should be encouraged because it provides friendships and enhance practical experiences. The essences of a trained Guidance Counsellor should be engaged. However, the average modern teacher does not need to be a professional career guidance and school counsellor to be a friend, confident adviser, guardian and source of inspiration to ns students (Amirize, 2014).

### **Counselling Strategies Adopted by Parents for Management of Juvenile Delinquency**

The home primarily is made up of the Parents, and it is the Primary associate of the child, so the failure of the primary groups to produce desirable and acceptable behaviour pattern in the young, the resultant consequence is delinquency. It is the duty of the parents to inculcate in the child the family and societal values, and serves as a guide for the development of these values. The child is trained to appreciate values such as good homes, good health, good behaviour, religion, education, justice, hard work wealth honestly accumulated etc. the child is made to know the shame that could be brought on the family by bad behaviour in society and these can be effective by sharing love, caring and Constance counselling, him/her at the appropriate time, setting and maintaining a good standard of for the child to formulate (Onyejiaku, 2016).

**Early close supervision of the child:** It helps for an effective management of delinquency, for instance the Biologist says that there are certain body structure which predisposes them to commit crime. The physiologist claims that the inborn physical characteristic differs from normal ones. So following the views of this theorist the causes of a child's delinquent acts should be determined and very bold attempts made to manipulate the conditions in a child's life in such a way that his development is steered towards socially approved channels. Although some adolescents may be psychologically well adjusted during children years but as they move into adolescence that is characterized by crises which manifest it in stems stresses and conflicts, the crises gather momentum as adolescent boys and girls struggle for independence.

Parents have great task/responsibility of supervising them closely by checking their activities as follows:

**The friends they keep:** This important aspect of child check, it makes the child conscious of friends to follow, this is in line with the saying "how me your friend and I will tell you who you are".

**Checking of their school work daily:** It enables parents know the movement of the adolescent as concerns class attendance.

**Provision of their Needs:** Provide all their academic needs to avoid unnecessary excuses.

**Flogging as a corrective measure:** It is prudent to use the cane when necessary, the Bible confirms it in the book of Proverbs 23 "Withhold not correction from the child for if you beat him with the rod he shall not die: you shall beat him with rod and deliver his soul from hell".

**Environment:** It is important to provide good and conducive environment for the child because the environment to a great extent influences the Childs behaviour. According to the physical stimulus control approach, this approach confirms that the delinquent child be taken from the environment, which promotes the delinquent behaviour to another environment, which lacks those opportunities, and factors that promote the delinquent act. For example, an addicted drug user should be taken from his/her sources of supply (Modules 8:1990) Iwundu (2015) reported Chaushon's suggestion for a change of environment for the delinquent child because some environment can be hazardous to both psychological and social up-bringing of the child. Onyejiaku (2016) went further to say that delinquents are not born but made, in most cases, by their childhood experiences in the home and in the community. Lowenstien (2018) supported this approach by saying that incidents of violence and disruptive behaviour were more prevalent in urban than in rural environment. Iwundu (2015) agrees that delinquency is conspicuous with the urban cities, that large number of criminals are hardly found or bred in the rural communities. Shaw and Mokay (2016) buttressed this point by saying that crime rate decreases with movement from the center of the city to the outskirts of the city. This trend continues, could be that children in urban areas are more exposed to the hustle bustle of life and cinema violence than their rural counterparts. This to some extent indicated that change of environment contributes much in the management and prevention of the delinquency.

**Cordial relationship:** Having cordial relationship and free interaction with the adolescent goes a long way in helping them overcome the peer group pressures. Onyejiaku (2016) remarks that moral judgments is often influenced by peer group pressures. Adolescent fights to free himself from parental domination and relies more on the norms and standards of the peer culture. The peer group pressure on the adolescent is often so imposing that personal moral judgment or strength of character is disregarded.

**Reformations:** As a final resort the offender should be handed over to the Juvenile Court to be institutionalized for punishment in the reformatory Amirinze (2014) has this to say the Remand homes and the Social Welfare centres are aimed at giving offenders every opportunity to correct their misbehaviour and live as useful citizens.

## METHODOLOGY

The researcher employed the descriptive survey design. The population of the study was 923 teachers and parents from the selected secondary schools. Due to the large population the researcher adopted stratified random sampling technique for sample size determination and arrived at a sample size of 390 respondents used for the study. A 31 items questionnaire titled “Questionnaire on Teachers and Parents Perception of Factors Influence Juvenile Delinquency (QTPFIJD) in Port Harcourt was designed for data collection. The instrument was validated through expert judgment. Data was analysis using the mean and grand mean for the research questions, while the result was subjected to Pearson Product Moment Correlation coefficient and test-retest method was used to obtain a reliability index of 0.87. Meanwhile, the instrument was structured on four point likert scales which include strong agree (SA), agree (A), disagreed (D) and strongly disagree (SD). The decision rule was 2.50 and above at 4 point rating scale to be accepted while below to be rejected.

## RESULTS

**Research Question 1:** *What are the delinquent acts exhibited by students in Port Harcourt Metropolis?*

**Table 1: Variable delinquent acts exhibited by students in Port Harcourt Metropolis**

S/N	Items	Mean Response			Decision
		Parents Response	Teachers Response	Mean of Means	
1.	Stealing	3.90	3.03	3.46	Accepted
2.	Extortion of money	3.43	3.43	3.43	Accepted
3.	Examination malpractice	2.97	3.77	3.37	Accepted
4.	Bullying	21.94	3.34	3.14	Accepted
5.	Cultism	2.94	3.23	3.08	Accepted
6.	Drug addiction	3.03	3.00	3.01	Accepted
7.	Destruction of properties	2.91	2.97	2.94	Accepted
8.	Keeping late night	3.11	2.54	2.82	Accepted
9.	Fighting and threatening teachers	2.86	2.74	2.80	Accepted
10.	Fighting and threatening parents	2.77	2.71	2.74	Accepted

From Table 1 above, the following items with a mean of means of 2.50 and above were accepted by the respondents as some delinquent acts frequently exhibited by secondary school students. They include: (a) stealing (b) extortion of money (c) examination malpractice (d) bullying (e) cultism addiction (f) destruction of properties (g) keeping late night and threatening teachers (h) fighting and threatening parents group (i) forging certificate and results (j) immoral acts

**Research Question 2:** *What are the factors influencing these delinquent acts amongst secondary school students in Port Harcourt Metropolis?*

**Table 2: Factor Influencing Delinquency Acts amongst Secondary School Students**

S/N	Items	Mean Response			Decision
		Parents Response	Teachers Response	Mean of Means	
1.	Corrupt society	3.91	3.49	3.70	Accepted
2.	Constant failure in examination	3.9	3.11	3.51	Accepted
3.	Physical or psychological broken home	3.29	3.63	3.46	Accepted
4.	Idleness	3.14	2.29	3.31	Accepted
5.	Home environment	3.17	3.43	3.30	Accepted
6.	Harsh and uncaring parents	3.03	3.29	3.16	Accepted
7.	Defective discipline	2.86	3.37	3.12	Accepted
8.	Peer groups	2.77	3.31	3.04	Accepted
9.	Socio-economic status of the family	2.86	3.00	2.93	Accepted
10.	School environment	3.02	2.52	2.77	Accepted

From Table 2 above, the following items with a mean rating of 2.50 and above were accepted by the respondents as the factors influencing delinquency acts amongst the students. They include: (a) Corrupt society (b) Constant failure in examination (c) Physical or Psychological broken home (d) Idleness (e) Home environment (f) Harsh and uncaring Parents (g) Defective discipline (h) Peer groups (i) Socio-Economic status of the family (j) School environment

**Research Question 3:** *What are the strategies adopted by school for management of juvenile delinquency?*

**Table 3: Strategies Adopted by Schools for Management of Juvenile Delinquency**

S/N	Items	Mean Response	Decision
1.	Counselling by principals and teachers	2.97	Accepted
2.	Introducing school clubs and societies for extracurricular activities	2.97	Accepted
3.	Organizing end of year parties for both teachers and students	2.88	Accepted
4.	Flogging	2.86	Accepted
5.	Organizing inter house and school sports competitions	2.83	Accepted
6.	Suspension	2.84	Accepted
7.	Expulsion	2.82	Accepted
8.	Encourage student excursions	2.80	Accepted
9.	Organizing inter school visitation	2.81	Accepted
10.	Involve students in decision making on matters that concerns them.	2.66	Accepted
11.	Setting a counseling unit with a professional counsellor	2.43	Accepted

Table 3 above showed some of the strategies adopted by schools for management of Juvenile delinquency, amongst others include: (a) Counselling by principals and teachers. (b) Introducing school club and societies or extracurricular activities (c) Organising end of year parties for both teachers and students (d) Flogging (a) Organising inter house and school sports competitions (f) Suspension (g) Expulsion (h) Encourage student excursions (j) Organising inter school visitation

## DISCUSSION OF FINDINGS

The results of the study have revealed some common delinquent acts, strategies for management and the various factors influencing these delinquent acts amongst the adolescents in Port Harcourt Metropolis.

On the common delinquent acts exhibited by students as presented in table 1, the result revealed that youths frequently exhibited various kinds of delinquent acts, amongst others are indulging in

examination mal-practice, Extortion of money, cultism, drug addiction. This is because delinquency is a cankerworm that has eaten deep into the marrow of the students.

Tracing the root causes of juvenile delinquency in schools, it is clear that delinquent behaviour is as old as man himself. Onyejiaku (2013) confirmed it by saying that delinquency has been from time immemorial a social evil and no society has condoned or encouraged it because it is a cankerworm that eats deep and destabilizes social fabric. In line with the finding Okujagu (1989) pointed out that there have been complaints about stealing, rape, examination malpractices, truancy, bullying, extortion, killings, cultism to mention but a few in the institutions of learning. This is upheld by an incidence, in 1995 where a student of Elekahia Secondary School Port Harcourt stabbed a fellow student to death, also in February 2000 three boys from Community Secondary School Nkpolu in Port Harcourt were expelled from school for raping a 16years old girl. These behaviours of course constitute important impediment to the learning of the students, since these extra-curricular activities which keep students busy in and outside school hours and helps in training up their minds for better things are no longer practiced the students then occupy themselves by indulging in various kind of delinquent acts. This confirms the saying that an idle mind is the devils workshop”.

On the factors influencing juvenile delinquency amongst adolescents presented in Table 2, the results revealed that physical or psychological broken families is the major factors among other factors that contributes to juvenile delinquency among adolescents or students. This is because the home is the primary associate of the child so the failure of the primary groups to produce desirable and acceptable behaviour pattern in the young, the resultant consequence is delinquency. In line with the finding Onyejiaku (2016) confirmed that the major factor that influences juvenile delinquency is broken family, break down may be in the form of complete divorce, separation, instability or incessant serious squabble's in the family. For instance in a psychological broken home, parents physically live together under one roof but are socially poles apart there is no love or concern for each other. What characterize such homes incessant confrontations, conflict, suspicions accusations, barefaced insults and assaults. These attitudes make it extremely difficult for parents to exercise adequate supervision of their children and adolescents. The emotional stress in psychologically broken homes affects the adolescent. In further confirmation of this finding, Onyejiaku (2016) stressed that broken homes whether physical or psychological, are training centers for delinquent behaviours. Whenever any family disintegrates, the child is deprived of parental affection and concern, feeling of security, social opportunities and physical necessities of life and may develop feeling of inferiority. Faced with such situation, the adolescent is not emotionally capable to accept the social prohibitions and sanctions against illegal acts such as theft, bullying, premarital sexual dealing and others. Still in line with the finding Agunwa (2015) pointed out that the home environment, parental attitudes and background and the quality of maternal love are considered to be significant and perhaps more important than most other factors that influences children s behaviour.

Finally, Mays (2016) upheld the finding by saying that the root of any law breaking in the society is inked generally to the way and manner they student grew up in the home, when the parents who are supposed to be exemplary behaviours are selves delinquents, the expected to be better.

On the strategies adopted by the school for management of juvenile delinquency as presented in table 3, the result showed that school club and societies for extracurricular activities is one of the strategies. This is necessary because extracurricular activities keep students busy in and outside school hours and helps in training up their minds for better things. When students are adequately occupied the tendency for them to execute some delinquent acts will not be found because their minds are not idle and cannot be a workshop for devils. Also the result indicated that organising inter school visitations, inter house and school sports competition and end of year parties are strategies for management of juvenile delinquency The student should be encouraged to join school clubs, societies, and participate in other school activities, these help in the development of creative talents. in line with the finding module (2014) stated that the school goes a long way in determining the child's physical, social and moral development, and furthermore stressed that the school should organise “end of year and sports festivals” Excursions and inters-school visitation should be encouraged because it provides opportunities for teachers, students inter-actions, provides friendships and enhance practical experience. The study revealed that counseling by principals and teachers is a strategy for management of juvenile delinquency. The finding received a support from Amirize (2000) that the services of a trained Guidance Counsellor should be engaged but the average modern teacher does not need to be a career guidance and school counsellor to be a friend and source of inspiration to his

students. The result further revealed that subjected them to corporal punishment; manual labour and flogging are strategies for managements of juvenile delinquency amongst our youths. The book of proverbs confirmed these findings by stating thus. Do not fail to correct your children. They will not die if you beat them. Physical discipline may as well save them from death.

## CONCLUSION

Based on the findings of the study, it is concluded that delinquency has eaten deep into the fabrics of the students in the secondary schools. However the causes are so numerous and spread across board from the students, teachers and parents, and however serious it may seem to be various strategies have been made available to manage juvenile delinquency. The adoption will go a long way to control delinquent acts in the secondary schools in Port Harcourt Metropolis.

## RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made:

1. A guidance counseling unit should be established in school and trained guidance counselor should be posted to school every secondary school in Port Harcourt to do the job in which they are trained for. On no account should a trained counselor posted to a school be given another job outside counselling of the students.
2. The Government to provide the necessary infrastructural facilities and equipment to secondary schools in Port Harcourt Metropolis.
3. Principals should introduce some extracurricular activities like - students clubs, social gatherings like inter-house and school competitions, Excursions to mention but a few.
4. The management of the school should stage an awareness campaign on factors influencing delinquency acts and the management strategies secondary schools, every quarter of the year.

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