



Factors Influencing Juvenile Crime Among Senior Secondary School Students In Tai L.G.A. Of Rivers State

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ABSTRACT

This study investigated factors influencing juvenile crime among senior secondary school students in Tai LGA, Rivers State. A descriptive survey design was adopted. Two research questions and two hypotheses were formulated to guide the study. The population of the study was (2771) secondary school students. The sample size was (350) students, taken from ten schools. Simple random sampling techniques was used to select the respondents for study. The instrument for data collection was a self structured questionnaire titled "Factors Influencing Juvenile Crime in Senior Secondary Schools (FIJCSSS)". The instrument was validated by two experts in measurement and evaluation department of Educational Psychology, Guidance and Conselling. The reliability co-efficient was obtained through test-retest in which the initial and re-test scores were correlated using Pearson's moment correlation which yielded 0.78. The data collected were analyzed using Mean and Standard for the research questions while independent t-test was used for test of hypotheses at 0.05 level of significant. The findings of research are; Gender and location does not significantly have influence on juvenile crime of adolescent in Tai LGA of Rivers State. Base on the findings, the following recommendations were made: Parents should ensure that they adopt a healthy parenting style that will enable them train their children in developing attitudes that abhors delinquent behaviours that might bring them in conflict with the law. Parents, teachers, school administrators and counselling psychologist should pay adequate attention to both male and female adolescent. Security operatives should not focus solely on urban areas as the atrocities that happen in most rural area are unbelievable. There is need for recruitment of professional and qualified counselling psychologist in secondary schools, as they will not only provide career and vocational guidance but also help in solving interpersonal difficulties encountered by students. Parents should ensure they scrutinize the kind of associates their children keep with their peers.

Keywords: Factors, influencing, juvenile crime, senior, secondary school, *students*

INTRODUCTION

The future of any nation lies in the hands of its present adolescents because they are perceived as the leaders of tomorrow. Crime is a challenge to human existence and has become a big problem in our society today. Crime is an act or behaviour that is unsafe not only to a person or group of persons but also to a neighbourhood, society or the state in general of which they are forbidden and punishable (Linday, 2008). It is also seen as any behaviour or activity that offends the social code of a community or nation. It is a behaviour supposed to be menacing to the degree that it cannot left unchecked due to the fact that it poses danger to the people and the peaceful existence of the society as a whole (Charles, Timothy & Jamieson, 2003). Adolescents these days engage in these acts that are punishable by law which brings

great concerns to the society. Their involvement in criminal activities is one major problem which we must tackle to avoid from being epidemic. Cohall (1998) was of the opinion that the mutilating phenomenon has become a social issue that has drastically contributed to the morbidity and mortality of many young people in the region and places a significant burden on the society.

Cynthia (2000) sees juvenile crime from a legal view point as a term denoting various offences committed by children, adolescent or youth under 18 years of age, this was also referred to as Adolescent delinquency act. Juvenile delinquency is simply seen as the participation in illegal behaviours by minor (that is, individuals younger than the age of majority) (Siegel & Welsh, 2011). RAND research cooperation (2015) viewed it as negative behaviours that may result in crime or legal action-frequently causing general problem in community. Based on Thesaurus dictionary (2016), juvenile delinquencies are behaviours indulged by children or students which are marked by infringement of rules and regulation, persistent malice, antisocial activities, noncompliance, or intractable as to prevent correction by parents, teachers or any adults. Muchiri (2012) in his study found that mischief in school is detrimental to individual students because it hinders learning, diminishes chances of graduating, or reduces the chances of entering or completing post high school education.

Augustine (2012), indicates that Juvenile crime has remained consistently a menace to the peace and tranquillity enjoyed by families, schools and communities all over the world. Apart from gradual moral degeneration befalling the society, other problems emanating from students' involvement in crime behaviours comprise of security and economic cost. Therefore, Hess and Drowns (2010) in their study concluded that crime among juvenile members of communities is one of the leading global common social issues many nations are currently trying to bring under control. Sailor (2010) also argues that the major obstacle towards the realization of universal education and sustainable development is juvenile crime manifested various forms and students' low academic performance.

Sedra (2004) noted that it is time of great for young people because it is a time when physical changes are happening at an increased manner, as well as cognitive, social/emotional and interpersonal changes. As they grow and develop, young people are influenced by outside factors such as parents, peers, community, culture, religion, school, world events and media. Also, adolescents tend to spend more times with peers particularly with small group of friends, than with parents, siblings or any other agents of socialization. Their peers have different group which they belong and these group tend to have developed dress codes, dialects and behaviours that distinguish them from others, therefore identifying with such groups can be harmful, especially when such group engages into acts that will bring them in conflict with the law (Santrock, 2003). Brezima in Siegel, (2004) noted that adolescents in particular may find themselves feeling "out of control" because they are not given the liberal opportunity to showcase or express themselves. Therefore, they engage in activities that give room for them to exert control over their life and destiny by helping them avoid situation they find uncomfortable and repellent.

Obi, Nwankwo, Agu, Abor and Sydney (2003) stated that despite crime being a global problem, they believe that the rise in crime in the country is as a result of the economic situation the country finds herself and that danger awaits the country in nearest future. No social group seem to bear the direct burnt of economic crisis like children and young people because of their vulnerable nature, it is due to this that James (2013) believes that most adolescent engage in activities that bring them conflict with the law. The adolescent once viewed as an innocent young fellow now exhibits certain behaviours that are appalling to the ear.

Eke (2004) comments that there seems to be two main categories of challenging behaviours which Nigerian adolescent are engaged in namely; criminal offences and status offences. The criminal offences according to Eke (2004) includes stealing, arson, drug offences and murder, etc. while status offenses includes running away from home, malingering, truancy and so on. The heinous crime which the Nigerian adolescent commits these days have witnessed crime ranging from minor stealing to major robbery and killings perpetuated by them, thus increasing the worries of the Nigerian police and the entire public on the seriousness of adolescent crime and conduct (Okorodudu, 2010).

The forms of crime which adolescents in the country commonly commit are burglary, kidnapping, armed robbery, pick pocketing, tout, arson, sexual assault, cyber fraud, prostitution, abuse of psychoactive substances, weapon possession, vandalism, shoplifting, terrorism, larceny, election rigging, homosexuality, oil theft and shocking ritual killing etc.

Juvenile crime encompasses two separate words which were juxtaposed to form the word Juvenile crime. Juvenile was derived from Latin word "iuvenils" meaning young people, juvenile is often seen as youngsters who have not attained maturational age. It is a legal term for individuals under the age of majority which differs across nations but is usually between 18 and 21. It is as a word suitable for youngsters who are immature or a living life form that has not reached its grown up structure, gender development or size. (Wikipedia: Juvenile, 2019) while, crime is regarded as any illegal act for which someone can be rebuffed by the government, it was gotten from the Latin word "criimen" (Merriam-Webster, 2014). The constitution of Federal Republic of Nigerian recognizes eighteen years old as the time of development and full criminal responsibility. Justina (2014) noted that Juvenile Crime is wrongdoing carried out by youngsters or individuals who are less than eighteen years old and are most times referred to as juvenile offenders.

Wickliff (2014) contributed that human beings tend to develop in different stages until they become adults. One of these stages is the adolescent stage. When humans are in the adolescent stage, they are considered juveniles, being a juvenile in any one's life is part of the stages of development. The behavioural patterns of juvenile are influenced in part by what goes on in the environment in which they live. Every stage of development has transitions. Family members, friends and peers all influence these times of transition for the juvenile. It is sometimes accompanied by a desire for material things, fashion, peer pressure, cash and more.

Mosby (2009) sees juvenile delinquency as the persistent antisocial, illicit or criminal conduct by children and youths to the extent that it cannot be controlled or redressed by parents as it is an old term used to depict conduct of adolescents acting in a way conflicting with societal desires. Santrock (2003) sees it as a wide scope of kids and youth practices including socially unsatisfactory conduct, status offenses and criminal acts. Therefore, juvenile crime is a segment part of the term adolescent delinquency and most routine wrong doers and expert crooks begin their profession crime as youngsters who come to the attention of the juvenile or children's courts of their community.

Adolescents are capable of committing the same crimes as adults. However, some acts are considered delinquent basically in light of the guilty party's status as a minor. Distinctive Violations have diverse guilty party causing disparity within the system. Those guilty parties who carry out violent crimes are not the same as those who perpetrate property crimes or status offenses. (Shesabutterfly, 2012)

- These "status" offenses are behaviours that are considered to violate the law considering their age. when committed by a minor these infringements are considered status offenses while remaining legal for others, such include under age consumption of alcohol, driving without a permit, truancy from school and fleeing from home. Status offenses are normally managed by social service agencies and do not require intercession from juvenile courts. Young ladies are more likely to be apprehended for status offenses while young boys constitute the higher proportion for underage drinking.
- Property crime are committed when an adolescent uses force, or the threat of force, to get the property of another. This include burglary, larceny, shop-lifted, theft and fire arm related crime.
- Violent crimes are crimes in which the outcome leads to physical/emotional damage to the victim, such as murder, forcible rape, robbery and aggravated assault.

Moffitt and Caspi (2001) noted that there are basically two sort of juvenile offenders which are Adolescent-Limited Offenders and Life-Course-Persistent Offenders. This two have their attributes which distinguishes them from one another and empower grown-ups and concerned individuals to deduce adolescents whom their delinquent, antisocial behavior and criminal acts is only for a while and those that will most likely advance to cutting edges hoodlums later in adulthood. The classification has

helped in finding the motivation why youngster offend and to ensure that responses to offending are appropriate and effective for the well being of children and youngsters.

The Life-Course-Persistent offenders are as well called the persisters, according to Moffitt, they begins early, before 14 and as early as 10 years of age, affronting at a higher rate and continue into adulthood. they display shoplifting and truancy at age 10, selling illicit drugs and stealing cars at age 16, robbery and rape at age 22 and fraud and child abuse at age of 30 (Moffitt, 1993). Kids and teenagers who are Life-Course-Persistent offenders engage first in less serious form of non-aggressive behaviours such as stealing and truancy during middle childhood, then grow into adolescence they participate in serious delinquent and criminal exercises (Brame, Nagin & Tremblay).

Caspi and Moffitt (1995) believed that these set of adolescents are more likely to commit violent crimes and drop out of school, showcase consistency in their conduct cross-wise circumstance, conning in school, betting and so forth. They then went further to say that as they become adult they experience issues in framing lasting relationships and may show a hostile mistrust of others, aggressive dominance, impulsivity and psychopathic.

The second classification which is adolescent-limited-offenders was alluded to as Desisters. Hamalainen and Pulkkinen (1996) documented that adolescent offenders in this category show those unlawful demonstration but are limited within their teenage years, carry out less compelling crimes and are less inclined to drop out to school and have more grounded family ties and conclusively whatever criminal activities they are engaged in which often related to temporary situational factors especially peer influence.

In a research in New Zealand Persisters are responsible for large proportion of crime, the research finding stated 85% where male, 70-80% had a drug and alcohol problem and significant number are drug dependent/addicted. Also Persisters are most cases not engaged in school and those enrolled in school are in most cases having truancy issues. They encounter family dysfunctions and disadvantage and in addition lacking positive role model, persisters are likely to have one sort of psychological disorder and display little remorse not mention any causality regrets. Persisters are more likely to have history of abuse and neglect and previous involvement with child, youth and family services (New Zealand ministry of Justice, 2005). These characteristics are common to all the group of serious young offenders who bedevil all western democracies. Both groups commit serious offences but the persisters tend to commit more of them, partly because they are committing crime at such a high rate over a long period. The distinguishing proof of adolescent offenders in light of this characterization has helped in the comprehension of why most grown-ups commit crime as they tend to have been preceded by offending during childhood (Brame et.al, 2001)

The youngsters in the Desister group which are likewise called the adolescent limited offenders, are especially at danger from substance misuse and hostile to social associates and are considered by some to be the priority for addressing risk with this group:

- Mixing with hostile social associates
- Substance misuse
- Family issues- poor parental monitoring, negative guardian-child relationship
- Poor performance and attendance at school, negative emotions about school.

While persisters who are also called life course persistent offenders tend to originate from multi-problem backgrounds and are more probable of "all offenders to continue offending into adulthood. Effective interventions with this group must tackle multiple identified risk factors.

- Having few social ties (being low in popularity and engaging in few social activities)
- Having some family problems, especially poor parental monitoring of children and negative guardian-child relationship.
Showing poor self-management, including impulsive behaviour, poor intuition ability and poor social/ interpersonal skills.
- Showing aggressiveness (both verbal and physical, against people and objectives) and anger,

- Performing and attending poorly at school, lack positive involvement in and feeling about school.
- Demonstrating antisocial attitudes that are supportive of crime, theft, illicit drug taking, violence, truancy and unemployment.
- Abusing drugs and liquor
- Living in neighborhood that is poor, disrupted, with high rates of crime and brutality, in overcrowded and or frequently changing conditions.
- Lack social pride and positive social identity.
- Persisters offenders tend to demonstrate the most extreme and most prominent qualities and danger components from a moderately early age (Scott, 1999)

Some Factors Related to Juvenile Crime are;

Abuse and Neglect

Abuse is simply when a child is harmed deliberately or when a guardian or parental figure does not make available the protection a child requires (OACAS, 2010). physical and social abuses are often the most conspicuous, however disregarded and psychological mistreatment can be pretty much harming. Neglect happens when a child's fundamental needs are not met. Neglect is continuous inability to meet a child's essential needs (NSPCC, 2015). These fundamental needs incorporate the requirement for sustenance, shelter, rest, clothe, medicinal consideration, education and protection from physical or emotional harm. they may not get the affection and consideration they required from their guardians or care-givers. Abuse and neglect may be an element that has impact on youngster in senior secondary school to perpetrate crime. Wisdom and Maxfield (2001) in a study carried out in Washington D.C discovered relationship between Abuse and Neglect and delinquency and criminal conduct. They found that adolescents who were subject to such treatments were more likely to engage in criminal acts. Youngsters who were neglected or abused were 89% more likely to be apprehended as juvenile criminals and 28% more likely to be apprehended as adults than youngsters with no abuse or neglect history. Additionally youngsters who have been abused or neglected had 30% probability to be apprehended for a violent crime. With this reason, there is a probability that youngsters who have been abused or neglected might get furious with everyone around them and consider them to be adversaries and these cherished individuals around them may constitute their sufferers in the crime they commit.

Exposure to Psycho-active Substance: Psycho-active substances that when taken in or regulated into one's framework, influences mental procedures (WHO, 2014). Young people specifically are pulled into psycho-active substances by peer pressure, youthful curiosity and desired to test on the properties of these psycho-active substances which stimulates such state of euphoria, audacity and abnormal state of vitality. Adolescent involvement with liquor, drugs, tobacco, sexual relationship and group savagery starts at increasingly younger age. In spite of significant measure of exertion have been exhausted to give proper data relating to the consequences of the activity, greater part of them despite everything still take part in it.

A study by UNCDP (1999) found out that while less prevalent among young adults, the utilization of illicit drugs has become quite wide spread among adolescent. Most psycho-active substance users get snared while they were youngsters. Albeit the vast majority of them may be decent, there are numerous situations in which psychoactive substance taking may have a cozy association with crime. This is most apparent with respect to its consumption, it's addictive nature which drives its users to robbery or prostitution as a means of livelihood to sustain their habit. Youngsters who are exposed to these substances tend to participate in criminal exercises. As psycho-active substances tends to make its users muzzy and these make them see no harm in being involved in criminal activities such as kidnapping, armed robbery and general destruction of law.

Urban Poverty urban poverty is a multidimensional phenomenon. The urban poor live with numerous hardship. Their day by day difficulties might incorporate; limited access to occupational opportunities, lack of insecure housing and services, violent and unhealthy environments, little or no social protection,

mechanism and limited access to adequate health and education opportunities (Baker, 2011). Urban poverty is not just a collection of characteristics. It is also a dynamic state of vulnerability and susceptibility to risks.

The urban growth is attributed to both natural population growth and rural to urban migration. Urbanization contributes to sustained economic growth which is critical to poverty reduction. City provide opportunity for many and also can present situations or conditions such as overcrowded living, congestion unemployment, lack of social and community network, severe inequality and crippling social problems such as criminal violence (Baker, 2011).

Most people who voyage from their rural settlement will benefit from the opportunities in urban areas, while others mostly with low skill levels, may be left behind and find themselves struggling with the day to day challenges of city life. Unfortunately, children and adolescent from families of urban poverty category are likely to engage in crime. In many large urban center, a high number of children work in the most hazardous sector such as prostitution and drug trafficking. Fagade (2008) on a survey of juvenile in the Urban in Ibadan revealed that 26% of women involved in prostitution were between 11 and 20 years old.

Peer Group: Peer is derived from the Latin word "par" which means equal. It is simply seen as people who are equal in such respect as age, education or social class group, challenge etc as in peer group or social peer to peer process (Wikipedia, 2015). The significance of peers in development of adolescent cannot be over looked because the peer group which the adolescent belongs to influences every aspect of them. At childhood, the peer group is essentially a play group which introduces the child to so many things in life. Ekpenyoung (2006), it is the peer group that the child learns and acquires additional skills for dealing with other people. Thus the child learns to predict the behaviour of others outside the family through the elements of social organization and interaction with the individuals who are members of the peer group (Uzorika, 2014). Okorodudu (2010), in adolescence the peer group takes the form of a clique which introduces the child to status and class values. During the adolescent years as the child approaches adulthood, peer often compete with parents as guide to acceptable behaviours and as a source of approval and disapproval. The adolescent is therefore under pressure to meet the expectations of both parents and peers. The adolescent is more likely to conform to the influence of peer on the attitude and behaviour to adopt, not minding its consequences and dress code in order to be accepted as part of the group. This does not mean that the peer group is a local group but they tend to influence an individual either negatively or positively.

Parenting Style: parents have a universe of impact over their kids and essentially mold and shape their kids into grownups, the discipline style they use have an extraordinary effect. Baumrind in Kathryn and Shannon (2009) defined three child rearing styles based on Earl Schaefer's idea of parental demand and responsiveness. Parental demand is the extent to which parents set rules for their kids and how they discipline them, taking into account these rules. Parental responsiveness is the poignant facet of parenting. Responsiveness alludes to the extent to which parents attend to their kids needs and support them. In view of these ideas, Baumrind recognized three styles: authoritative, authoritarian and permissive.

Authoritative parenting according to Baumrind is high in both demanding and responsiveness. Thus, the parents keep an eye on and train their kids decently, while being very supportive at the same time. Authoritative parenting is characterized by a child centered approach that holds high expectations of maturity. Authoritative parents tend to comprehend the way their kids are feeling and instruct them how to control their emotions. Even with elevated requirement of maturity, these sets of parents are generally sympathetic of any likely weakness (Strassen, 2011). They utilize clarification, persuasion and reasoning; adjust their child rearing practices by utilizing discipline and remuneration aptly. Their disciplinary measures are employed in a way in which their kids are denied gifts (D' souza, 2008). This is by and large, well thought-out to be the most suitable atmosphere to rear a child.

Authoritarian parents on the other hand are high in demanding and low in responsiveness (Kathryn & Shannon, 2009). This method of child rearing practice is to a greater degree prohibitive, intense chastisement child rearing practice in which parents make their kids take after their commands with next

to zero classification (Santrock, 2007), they are seen to be demanding, stringent, give discipline and do not permit the abundance or authority to express diverse supposition. They detest questioning of their authority, set exclusive expectations and request that their principles be fulfilled. They esteem compliance, conformity and custom, while dispiriting autonomy and individualism (D'souza, 2008). It is clear that this child rearing style has an unmistakable impact on children, particularly when matched up to authoritative and permissive parenting.

Permissive parenting is low in demanding and high in responsiveness (Baumrind in Kathryn & Shannon , 2009). They do not compel set of laws on their kids, their kids are at liberty to do what so ever they wish whenever they want. Permissive parenting is one in which parents are in involved with their children but place few demands or control on them (Santrock, 2007). Permissive parents give much freedom, set no limit or boundaries and provide no guidelines for the child to follow social accepted norms and thus employ little or no punishment (D'souza, 2008). This set of parent endeavour to be "buddies" with their kids and not accept a parental role (Rosenthal 2014). They grant their children to settle on the take decisions, give them whatever they need and look forward to being appreciated for their accommodating style while some other type of permissive parent compensate for what they missed as children for both freedom and the materials things they lacked during their childhood, on account of this such children are engage in behavioural misconduct than others (Prange, 2014). This style of parenting can also be harmful to a developing child.

A couple of investigation has identified possible result for kids raised in the three different parenting environments. Lamborn, Mounts, Stemberg, and Dornbursch (1991) established that youngster who depict their parents as authoritative reported "by and large greater educational capacity, lower levels of issue behaviour and higher levels of psychosocial development" Adolescents raised in authoritarian homes were similar to those in authoritative homes. However, they did not show as much "self reliance and social skill (Lamborn et.al 1991). Finally, adolescents raised in permissive homes report the minimal echelon in all grouping. Loeber and Stouthamer-Loeber (1986) established analogous outcome in their study. They recorded parental qualities linked with children developing antisocial personality, which is associated with problematic conduct. They acknowledged non appearance of supervision, no discipline, lack of emotional support and rejection as the most significant factors in predicting criminal behaviour in adolescents (Loeber & Stouthamer-Loeber, 1986). A lack of supervision and discipline are indicators for a permissive parenting style. Nonattendance of energetic sponsorship and denunciation are distinctiveness of an authoritarian parenting style. This would demonstrate that child rearing styles would conceivably be detrimental to an adolescent encountering adolescence in that environment.

Another study joins parental care with lot of mental torment, which lead to criminality. Chambers, Power, Loucks and Swanson (2001) established that sky-scraping parental control, such as in an authoritarians parenting style, prompt a speedier first. They also discovered that low parenting care, such as in a permissive parenting style, is interrelated to strange measure of inconvenience in youngster. These finding would in like manner shows pernicious outcome from being brought up in permissive or authoritarian home.

Statement of the Problem

Adolescents these days want to be recognized as big boys and girls, thus majority of them venture into certain unlawful acts to meet up their target and unfortunately this has caused the lives of many adolescents, bringing sorrows to their family and community as well as many properties being lost in the process. Academically these adolescents may perform poorly because when involved in criminal activities, they might not have time to attend school and if they do, might not perform optimally because they would see studying as burdensome and a total waste of time, when they can use such time to plan a criminal act that would be beneficial to them. Consequentially adolescents who are deep in this act are likely to drop out of school because they believe that attaining quick riches will not be achievable through education but through other means that are most likely illegal such as "oil theft" which is apparent in this region.

Furthermore, adolescents that are in school that commit crime are likely to be the ones that form dreaded cult groups in secondary schools, thus hampering the goals of the educational sector and gang groups that disturbs the peace and tranquillity of the society. In addition if these adolescents are successful in their criminal trade as they grow, are likely to mature and become hardened criminal that will hamper the peace and tranquillity of the society in later days. Currently the nation's security operatives are finding it difficult to comprehend that the fight against crime does not only involve adults but also teenagers which is still a mystery to them.

It is on this tenet that the need to know the factors that influences juvenile crime as a basic step in eradicating this mutilating plaque that is eating up these crops of our future leader and the statement of problem was formulated. Therefore the problem of the study was to ascertain factors responsible for juvenile crime in senior secondary school in Tai LGA,

Research Questions

1. What influence does gender have on juvenile crime among secondary school students in Tai LGA of Rivers state?
2. How does location influence juvenile crime on secondary school students in Tai LGA of Rivers state?

Hypotheses

- Ho₁: Gender does not significantly influence juvenile crime among secondary school students in Tai LGA of Rivers state.
- Ho₂: Location does not significantly influence juvenile crime among secondary school students in Tai LGA of Rivers state.

METHODOLOGY

The study adopted a descriptive survey research design. Nwankwo (2011), it is a study in which a researcher collects data from a sample which was drawn from a given population and describes certain features of the sample as they are at the time of the study which are of interest to the researcher, without manipulating an independent variables of the study. The population of the study comprised 2771 students in public senior secondary schools in Tai LGA, of Rivers state. The sample of study consisted of 350 students, using Taro Yemene method to cut down the sample size. Ten schools were selected for the study through simple random sampling technique. The instrument for data collection was a self-structured questionnaire titled "Factors Influencing Juvenile Crime in Senior Secondary Schools (FIJCSSS)". The instrument was segmented into two sections. Section A contained information on bio-data of the respondents, while sections B contains information on factors influencing juvenile crime. The research instrument was responded on a modified 4 point Likert scale and weight as follows:

Strongly Agreed (SA) = 4
Agreed (A) = 3
Disagreed (D) = 2
Strongly Disagreed (SD) = 1

The instrument for data collection was validated by two experts in measurement and evaluation, department of educational psychology, Guidance and counselling. The reliability of the instrument was obtained through test-retest in which the initial and final scores were correlated using Pearson's product moment correlation which yielded 0.78 reliability co-efficient. The instrument was administered by researchers and also collected immediately after completion to ensure 100% return. Mean was used to answer the research questions while T-test was used for the test of hypotheses at 0.05 level of significant.

RESULTS

Research Question one: *What influence does gender have on juvenile crime among secondary school students in Tai LGA of Rivers state?*

Table 1.1: Mean and Standard Deviation of Influence of Gender on Juvenile Crime among Secondary School Students.

N	Items	Female =200				Total	(\bar{x})	Male =150				Total	(\bar{x})	Remark
		4 SA	3 A	2 D	1 SD			4 S A	3 A	2 D	1 SD			
1	Boys are more engaged in kidnapping business than girls.	80	50	40	30	580	2.90	60	40	30	20	440	2.93	Accepted
2	Both male and female are engaged in adolescent crimes in secondary schools	90	60	40	10	630	3.15	91	26	5	28	475	3.17	Accepted
3	The students are into drug abuse.	90	52	33	25	607	3.04	55	40	28	27	423	2.82	Accepted
	Family up bringing contribute towards adolescent crime	87	53	35	25	602	3.01	90	20	10	20	460	3.06	Accepted
5	The students do not concentrate in school as a result of crimes	90	65	40	5	640	3.20	90	30	20	10	500	3.33	Accepted
Grand mean		3.06				Accepted				3.07				

Table 1 reveals influence of juvenile crime among secondary school students based on gender. It shows that items (1, 2, 3, 4, 5) were accepted because their criterion mean was above 2.5. Again, the grand mean for the female was (3.06), while that of male was (3.07). This shows no much difference in the grand mean result of male and female. Therefore it also indicates that the items were accepted as influence of juvenile crime among on secondary school students in Tai LGA of Rivers state.

Research Question Two: *How does location influence juvenile crime on secondary school students in Tai LGA of Rivers state?*

Table 1.2: Mean and Standard Deviation of Influence of Gender on Juvenile Crime among Secondary School Students

N	Items	Rural =150					Total	(\bar{x})	Urban =200					Total	(\bar{x})	Remark
		4 SA	3 A	2 D	1 S D				4 SA	3 A	2 D	1 SD				
6	Adolescents in urban involve in juvenile crime than their rural counterparts	75	40	20	15	475	3.17	90	65	40	5	640	3.20	Accepted		
7	Environment has an impact on adolescent behaviour	99	30	16	5	523	3.49	87	53	35	25	602	3.01	Accepted		
8	They are exposed to social vices than their rural counterparts	70	50	25	5	485	3.23	90	50	30	30	600	3.00	Accepted		
9	Parental socio-economical background can lead to juvenile crime	70	45	20	15	470	3.13	92	67	40	1	650	3.25	Accepted		
10	Peer groups communication brings about juvenile crime	85	20	15	30	460	3.07	90	60	40	10	630	3.15	Accepted		
Grand mean							3.22						3.12	Accepted		

Table 2 reveals influence of juvenile crime among secondary school students based on school location. It shows that items (6, 7, 8, 9, and 10) were all accepted because their criterion mean was above 2.5. Again, the grand mean for the rural was (3.22), while that of urban was (3.12). This shows difference in the grand mean scores of rural and urban students. Therefore, it also indicates that the items were accepted as influence of juvenile crime among on secondary school students in Tai LGA of Rivers state.

Hypothesis one: Gender does not significantly influence juvenile crime among secondary school students in Tai LGA of Rivers state.

Table 3: **Table 4.7:** **T-test Result of Gender Influence on Juvenile Crime among Secondary School Students in Tai LGA of Rivers State**

Group	N	Mean	Std	Df	A	t-value	P-value	Decision
Female	200	3.06	0.97	348	0.05	0.167	0.0764	Not Significant
Male	150	3.07	0.97					

Table 3 reveals that female students have a mean score of (3.06) with its corresponding standard deviation of (0.97), while male students have mean score of (3.07) with its corresponding standard deviation of (0.97). Again, calculated t-value of 0.167 and P-value of 0.0764 > 0.05 (which is greater than) the chosen level of significant was gotten at 348 degree of freedom. Therefore, the null hypothesis was not rejected. This implies that there is no significant difference in the influence of juvenile crime among secondary school students in Tai LGA of Rivers state based on gender.

Hypothesis two: Location does not significantly influence juvenile crime among secondary school students in Tai LGA of Rivers state.

Table 1.4: **T-test Result Influence of Location on Juvenile Crime among Secondary School Students in Tai LGA of Rivers State**

Group	N	Mean	Std	Df	A	t-value	P-value	Decision
Rural	150	3.22	1.18	348	0.05	0.179	0.083	Not significant
Urban	200	3.12	1.06					

Table 4 reveals that mean score for rural students was (3.22) with a corresponding standard deviation of (1.18), while mean score for urban was (3.12) and a standard deviation of (1.12). Again, calculated t-value of 0.179 and P-value of 0.083 > 0.05 (which is greater than) the chosen level of significant at 348 degree of freedom. Therefore, the null hypothesis was not rejected. This implies that there is no significant difference in the influence of location on juvenile crime among secondary school students in Tai LGA of Rivers state.

DISCUSSION OF FINDINGS

Table 3 reveals that female students have a mean score of (3.06) and a standard deviation of (0.97), while male students have mean score of (3.07) and a standard deviation of (0.97). Again, t-test results reveals (t= 0.167, P= 0.076 > 0.05) which is greater than the chosen level of significant at 288 degree of freedom. Therefore, the null hypothesis was not rejected. This implies that there is no significant difference in the influence of juvenile crime among secondary school students in Tai LGA of Rivers State based on gender. This result is in agreement with the result of Okpako (2004) who found no significant difference between male and female on the influence of juvenile crime. He noted that broods that are well breed irrespective of their gender will behave well and desist from behaviours that will bring them in conflict with law. Although male adolescents tend to be more engaged in juvenile crime as a result of less social control which they received compared to their female counterparts who is consequently and closely monitored around the clock and also handed heavy punishment whenever they deviate from they accepted norm. Kamau (2011) supported the study when he assessed factors infringed by parents that influence crime behaviour among students in boarding secondary schools. The results indicated that the students' deviant behaviours was evident in various forms including; theft, hostility, bullying, examination fraud,

insubordination, sneaking out of school, chronic classroom disturbance, drug misuse, use of obscene language and negligence of assigned duties in both male and female.

Table 4 reveals that mean score for rural students was (3.22) with a corresponding standard deviation of (1.18), while mean score for urban was (3.12) and a standard deviation of (1.06). Again, t-test results reveal that ($t = 0.179$, $P = 0.083 > 0.05$) which is greater than the chosen level of significant was gotten at 348 degree of freedom. Therefore, the null hypothesis was not rejected. This implies that there is no significant difference in the influence of location on juvenile crime among secondary school students in Tai LGA of Rivers state. This result is in harmony with the study of Leventhal and Brook-gunn (2002) who found no significant difference in juvenile crime of adolescents based on location. He supported that adolescent who lives in huge urban or rural regions are negatively associated with dropping out of school consequently upon crime. On the other hand those who reside in low socio-economic status particular young adolescent are more likely to be involved in delinquent and criminal behaviour. UNESCO (2000) supported that physical environment where an individual dwells, have huge impact on behaviour either completely or depressingly, as a healthy environment influences the child significantly to the degree of altering their conduct emphatically while an unhealthy environment exposes them negatively. Location whether urban or rural affects the improvement of an individual and his/her subsequent behaviour and mind-set. Nwankwo (2005) also accepted that environment which a person stays can influence his/her attitude, communication and behaviour whether urban or rural. kadzin (2000) supported when he said a high crime rate environment allows adolescents to watch scores of models and take on criminal activities and may be remunerated for their criminal activities.

CONCLUSION

In view of the discussion, adolescents do engage in certain problematic behaviours that brings them in conflict with the law. These adolescents who engage in these delinquent behaviours, if not helped at this early stage of their lives might mature in hardened criminal in adulthood. Again those who are engaged in crime might influence their peers in school and at home, thereby increasing the number of juvenile offenders in the long run. Therefore, counselling psychologist, teachers and parents must work hand in hand so as to bring discipline and morality to these youngsters. There is need for parents to adopt healthy and appropriate parenting style that will effectively help them in the developing into responsible adults at a later stage in life.

RECOMMENDATIONS

1. Parents should ensure that they adopt a healthy parenting style that will enable them train their children in developing attitudes that abhors delinquent behaviours that might bring them in conflict with the law.
2. Parents, teachers, school administrators and counselling psychologist should pay adequate attention to both male and female adolescent.
3. Security operatives should not focus solely on urban areas as the atrocities that happen in most rural area are unbelievable.
4. There is need for recruitment of professional and qualified counselling psychologist in secondary schools. As they will not only provide career and vocational guidance but also will help in solving interpersonal difficulties encountered by students.
5. Parents should ensure they scrutinize the kind of associates their children keep with their peers.
6. Security devices such as CCTV should be installed in the school premises to monitor the activities in the school most especially the conducts of the students, because when the students are aware they are monitored, they are bound to behave in the accepted desired way.

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