IMPACT OF JUVENILE DELINQUENCY ON ACADEMIC PERFORMANCE OF JUNIOR SECONDARY SCHOOL SOCIAL STUDIES EDUCATION STUDENTS IN ZARIA EDUCATION IN KADUNA STATE.

BY

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FEBRUARY, 2014.

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BIENG M.ED THESIS SUBMITTED TO THE POSTGRADUATE SCHOOL,

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DECLARATION

I declare that this thesis entitled "IMPACT OF JUVENILE DELINQUENCY ON ACADEMIC PERFORMANCE OF JUNIOR SECONDARY SCHOOL SOCIAL STUDIES EDUCATION STUDENTS IN KADUNA STATE" has been performed by me in the department of Art and Social Science (A B U) under the supervision of Dr. M.C. Ubah and Dr. H.I Bayero . The information derived from the literature has been duly acknowledged in the text and a lot of references provided. No part of his thesis was previously presented for another degree or any other certificate at any university.

……..…… ……..… ……..

SOLOMON,Philomena Member **SIGNATURE** **DATE**

CERTIFICATION

This thesis titled "IMPACT OF JUVENILE DELINQUENCY ON ACADEMIC PERFORMANCE OFJUNIOR SECONDARY SCHOOL SOCIAL STUDIES EDUCATION STUDENTS IN KADUNA STATE" by-Solomon, Member Philomena, meets the regulations governing the award of the degree of Masters of Education in Social Studies Ahmadu Bello University and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to the Almighty God who granted me guidance, wisdom, strength and everything I needed for this study.

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ABSTRACT

This study is on Impact of Juvenile Delinquency on Academic Performance of Junior Secondary School Social Studies Students in Zaria educational zone in Kaduna State. The study made use of three research questions and three null hypotheses. The population of respondents for the study was 34,564 students from public schools in Zaria Educational Zone. The sample size was 80 JS3 students from GGSS Chindit and GGSS Kofan Gayanan. The data for the study was collected by the use of test instrument with reliability of 0.82. The student t-test was used to test the hypotheses formulated for the study. The hypotheses were tested at 0.05 level of significance. The findings showed that: non delinquent students performed better than delinquent students even without treatment. Non delinquent students performed better than delinquent students even when taught together. There was higher level of delinquency among the older juvenile than the younger ones.The academic performance of delinquent students improved after been taught. The researcher made the following recommendations among others that: Delinquent students should be shown love by teachers as this will instill value and self esteem in the students which will in turn enhance learning. Teachers should not neglect delinquent students in the course of teaching but rather try to understand each student as an individual and treat each as such.Counselling units should be set up in all secondary schools in Zaria educational zone. School authorities should always seek the support of parents in formulating policies. Conclusions were drawn and recommendations for further researches were made.

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LIST OF ABREVIATIONS

NERDC- Nigerian Educational Research and DevelopmentCouncil.

SOSAN- Social Studies Association of Nigeria.

UNICEF- United Nations Child Education Fund.

ZEDA- Zaria Education Development Association

CESAC- Comparative Education Study and Adaptation Centre.

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OPERATIONAL DEFINITION OF TERMS

Juvenile—Young youthful individual who is not fully developed and can not be seen as an adult.

Juvenile delinquency—Anti-social behaviour by young people.

- Academic performance- How well students learn in school and the level of achievement.

Social Studies- The study that deals with man in his totality. It is the study of man and his environment .

CHAPTER ONE

INTRODUCTION

1.1 Background to the study.

In every society, there are sets of norms which members are expected to observe, however, not every member of the society abides by those norms. Members who live contrary to the set norms are referred to as delinquents. Juvenile delinquency according to Ben-Yunusa (1998) initially has to do with children's offences, misconduct or crime for which, it is thought, they are not directly responsible .Bello (2006) observed that delinquent behaviours have assumed an alarming proportion in Nigeria.

Nigerians are disturbed and anxious as they are concerned about the problem of delinquency in which today's youths involve themselves. The issue of juvenile delinquency is being discussed on television, radio, newspapers and journals and recently on the internet. This cankerworm seems to survive despite efforts made by religious and moral education teachers to eliminate them through the inculcation of moral values in schools. English and English in Ben-Yunusa (1998) defined delinquency as a relatively minor violation of legal or moral code by children or adolescents. However, no delinquent act should be considered as minor because any act of delinquency can result to serious damage. Juvenile

delinquency according to English and English is such behaviour by a young person (usually 16 or 18 years depending on the state code) that can bring him to the attention of a court .In a broadest sense according to Ben-Yunusa (1998), a delinquent act is any behaviour of a young boy or girl that can be objected to by more senior members of a society.

Delinquency is basically a legal and relative term which refers to the breaking of the law of a particular country.Anact therefore may make an adolescent delinquent in one country, but not necessarily in another. However, there are certain behaviuors such as stealing and killing that are considered as violating the social and moral norms of most societies.

For quite a long time, the issue of juvenile delinquency has become a great concern to Nigerian secondary schools, especially in Zaria. Studies have shown that juvenile delinquency is rampant among secondary school students due to a number of causes which, according to Adeshina. (1999) and Sunday (2007) include;parents' attitudes towards their children, thecommunity,social class,frustration, peer group,foreign ideas,poverty,illiteracy, among others.

Juvenile delinquency is a social problem in secondary schools which this research aims at finding out its impact on students' academic performance with reference to Social Studies Education.

Social Studies Education as a schools subject originated in America in the 20th century. After the Second World War, there was the need to re-establish and promote good human understanding and relationship among the peoples of the world. In Nigeria, Social Studies Education came as an answer to specific problems Fadeiye (2005). In the late 1960s, most Nigerians agreed that the schools must be Nigerian in outlook rather than emphasizing foreign ideas. According to Fafunwa (1974), the colonial system of education alienated Nigerians from their cultural environment. It was thought by Nigerian educators that through Social Studies Education, the love of the country could be kindled in the Nigerian child in such a way that they would develop a strong attachment to their country and to further expose them to the problems in the society and equip them with the necessary skills needed for their survival.

Social Studies Education as defined by Ololobou (1989) is an organized,Integrated study of man and his environment both physical and social emphasizing on cognitive,functional skills and desirable attitudes and actions for the purpose of producing effective citizenry. Series of educational reforms led to the establishment of Social Studies Education in the Nigerian school system with the following motives as outlined by Akinlaye (1981) in Adeyemi (2004) which comprise the need to:

> "a Make education more relevant to the needs of individual and society.
> b Education for national integration and social and Economic development.
> c Development of right societal values
> d Make an individual responsive to the society in which he lives."

In spite of the good motives for the inclusion of Social Studies Education in the school curriculum the subject still faces various challenges among which is juvenile delinquency.

Personal experiences of the researcher constitute a source of information for the research topic under investigation. The researcher being a Social Studies Education teacher at junior secondary school has personally observed some inconsistency in the academic performance of students in the subject.

The researcher has also witnessed instances of students delinquent acts at Demonstration Secondary School, Ahmadu Bello University, Zaria. These acts were sometimes toward teachers and at other times towards fellow students. During one of the incidents, a teacher tried to control a student who was making noise and distracting other students, and the student reacted aggressively to the extent of holding the teacher's shirt. In a nut shell that student was asked to serve punishment for two weeks without attending classes and after that was suspended from school for some weeks. At the end

of the third term this student was asked to repeat the class because of his poor performance and instead of repeating the parents transferred his admission to another school where he was moved to the next class level.

Another incident was when a male student harassed a female student by touching her breast, when the matter was reported to the school authorities; the male student was seriously punished. Apart from the punishment, other students view that particular student as someone who is sexually immoral and bad; this made that delinquent student to withdraw from other students for a while and of course, not many students wanted to be identified with a delinquent.

Apart from the above mentioned incidents, other incidents of delinquent acts resulted to various kinds of punishments such as flogging, manual labour or expulsion. It is in view of this that the researcher chose to study "the impact of juvenile delinquency on academic performance in secondary schools particularly of Social Studies Education students.

1.2 Statement of the problem

Social Studies Education aims at enabling the Nigerian child to develop the spirit of patriotism, tolerance and other types of productive qualities of a citizen. Unfortunately juvenile delinquency has constituted a problem that has led to student's attrition, late arrival at school, and low

academic performance.

Other related behaviours among students that are also of concern include, aggression, theft burglary, destruction of school property, truancy, rudeness and sexual harassment. These negative behaviours are observed amongst male and female students of different age categories and locations. Delinquent behaviours are also linked to quality of teaching and learning in the classrooms. The prevailing delinquent behaviours among students and the effect of these on the society led to the choice of the present research topic to enable the researcher investigate what impact juvenile delinquency has on student's academic performance in Kaduna state.

1.3 Objectives of the study

The purpose of this research is to find out the impact of juvenile delinquency on students' academic performance in Social Studies Education in junior secondary schools in Kaduna State. Specifically the focus of the research is based on the following objectives:

i) To find out the impact of juvenile delinquency on

Academic performance of Social Studies achievement test in secondary schools.

ii) To ascertain the extent to which the teaching and learning

of Social Studies Education in secondary schools can cube juvenile

delinquency.

iii) To find out the impact of other personal characteristics in the promotion of delinquent behavior to lead to low academic performance.

iv) To find workable measures to minimizing the problem of juvenile delinquency in secondary schools.

1.4 Research Questions.

The following research questions were drawn from the statement of the problem presented above:

1. What is the difference between the academic performance of students who always come late to school and that of those who come early?
2. Is there any difference between the academic performance of students who are gang fighters and that of those who do not fight?
3. What is the difference between the academic performance of students who always make noise in the class and those who are always attentive?

1.5 Hypotheses

The following Null hypotheses are formulated for test;

1.There is no significant difference between the academic Performance of delinquent and non delinquent students before and after treatment.

2. There is no significant different between the academic performance of delinquent students with parents who are literate and illiterate parental background in the experimental group.

3 There is no significant difference in the level of delinquency among students based on age group.

1.6 Basic Assumptions

This study is based on the following assumptions:

1. Delinquent and non delinquent students have equal opportunities of learning within the school.
2. It is assumed that all delinquent students fail academically.
3. Delinquent and non delinquent students are taught by qualified teachers.

1.7 Significance of the study

This study is justified by the increasing need to solve social problems in our society and specifically the problem of juvenile delinquency in secondary schools. According to Ololobou (1989), Social Studies Education emphasizes functional skills and desirable attitudes and actions for the purpose of producing an effective citizenry.

In view of the prevailing undesirable behaviours in youths, this study will expose the students to the harmful effects of delinquency on academic performance and thus serve as a cautionary measure for students.

Through this study the Social Studies Education teachers at secondary school level will know how to practically use the content of Social Studies curriculum to instill desirable behaviour in students, correct and remold the delinquent students among them.

The study will serve as an important reference to researchers who wish to further study in this area.

1.8 Delimitation and Limitation a of the Study

This study is on impact of juvenile delinquency on academic performance of junior secondary school Social Studies Education students in Kaduna state. The study is limited to all public secondary schools in Kaduna state and specifically in Zaria educational zone. and particularly to junior secondary schools, the level at which Social Studies Education is presently taught. This study is also delimited to junior secondary school Social Studies Education students.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter looked at:

- The concept of juvenile delinquency
- causes of juvenile delinquency
- Impact of juvenile delinquency on students academic performance and
- The role of teachers in inculcating good behaviour in students.
- The concept of Social Studies,
- The nature of Social Studies,
- The origin of Social Studies and its evolution in Nigeria,
- objectives of Social Studies and
- Review of empirical studies.

2.2 CONCEPTUAL FRAME WORK

The focus of this research is on impact if juvenile delinquent on students academic performance, it is important to discuss the following concepts in detail such as: Juvenile delinquency, academic performance and Social Studies.

2.3The Concept of Juvenile Delinquency

Different authors defined juvenile delinquency in various ways, and the idea of child offenders is carried by most of the definitions .Juvenile delinquency as a concept refers to prohibitive behaviour among a particular age bracket –children and youths. Ruch (2006) inSambo (2008), sees juvenile delinquency as the problems caused by the youth in the community which are now universal accepted as crimes frequently committed by young people under the age of 21 years. In the same vein sills in Ozi (1994) in Adeshina, (1999) opine that juvenile delinquency is that behavior on the part of the children which many under the law subject those children to the juvenile court as such it is a relatively new and legal term for a very old phenomenon. He also said that the earliest known code of laws " The code of Hammurabi " took specific note of the duties of children to parents and prescribed punishments for violation, later as legal system were elaborated offenders were dealt with according to age.

Longman dictionary of contemporary English defines juvenile delinquency as an Anti-social or criminal behaviour by the children. Juvenile is seen as young youthful, not fully developed, not yet adult that has yet reach sexual maturity. Water(1990) in ZEDA (1995) noted that youth

delinquency has been associated with the adolescent age, to him this because it is the age when youths struggle for their freedom. In this attempt they commit so many offences. Block(1956) in Sunday (2007) observed that ironically as nations grow richer and the opportunities for youths multiply, juvenile delinquency seems to increase steadily in almost every society of course, adults have complained about the presumed immorality of children.

2.3.1 Categories of Delinquents

UNICEF, Nigeria (2001), wheeler(1965) in Adeshina (1999), and Glueck (1950) categorized delinquents as follows;

1. **Unsocialized delinquents**-They are malicious and violent, lacking in remorse. According McCord and McCord(1964) in Adeshina *et al.* (1999) the unsocialized delinquents also called the psychopathic are the most dangerous of view. The distinguishing traits of the psychopathic are the most dangerous of young criminals from society's point of view. The distinguishing traits of the psychopathic are:

i) the ability to form a lasting emotional relationship with other human beings.

Ii) His almost total lack of guilt, remorse or inhibition. The psychopathic does not find emotional satisfaction in gang membership. He commits a wide gamut of crime and has a remarkably high rate of recidivision.

2. Socialized delinquents-They are the commonest type of delinquents, they keep bad company a lot, less co-operative and out-going,Bello (1998).

The socialized delinquent according to Reiss (1952) in Adeshina (1999) does not suffer from any particular psychological disorders, other than those which characterized the typical adolescent. His crimes are not motivated by deep-seated anxieties or unresolved conflicts, but rather by a simple desire to confirm to the norms of his gang. The socialized delinquent seems to be produced by a frustrating and inconsistent family background. Glueck and Glueck (1950) in Adeshina (1999).

3 . Over-Inhibited neurotics.

Those are the seclusive, sensitive and worrying types. Debayo (1985). In addition, Wheeler (1965)in Adshina (1999) maintains that the neurotic delinquents suffer from deep anxiety, intense insecurity and often pervasive guilt. For such a person, criminal behavior is a way of expressing an unresolved conflict and to others a release from anxiety. His behavior stems from deeply impeded psychological causes rather than from a simple acceptance of a gang culture as a means of winning prestige. His behavior exhibits compulsive quality that is often absent in socialized delinquents. The juvenile arsonists, sexual offender, or narcotics addict usually comes from the ranks of neurotic delinquents. Abraham in Adeshina (1999).

2.3.2. Delinquent Subcultures

The concept culture refers to the set of values and norms that guide the behaviour of group members; the prefix "sub" indicates that these cultures often emerge in the midst of a more inclusive system. Delinquent subcultures refer to a system of values and beliefs encouraging the commission of delinquencies, awarding status on basis of such acts, and specifying typical relationships to persons who fall outside the delinquent's social world, Miller (1958), Clowards and Ohlin (1960) in Sambo (2008). Delinquent subculture also means delinquent behavior, with supporting norms, values and structures which is traditional among members of a group or several groups of young people Cohen (1995) in Sunday (2007).

Cloward and Ohlin classified delinquent subcultures as follows:

a. **Conflict subcultures**: - These are described as consisting of networks of gangs engaged in periodic disputes over local territory, real or imagined insults, and proprietary interest in girls and so on.
b. **Criminal subcultures: -** these are oriented toward economic advantage by illegitimate means through planning and organization which often involve marketing arrangements and protection from police interference. The gang and these arrangements with adults are characteristic organizational features of criminal subcultures.

c.Retreats subcultures: - they seek esoteric experience or 'kicks', as in the use of drugs, or participation in deviant sexual behavior, here organization is sub-ordinate to sub cultural forms of experience, regardless of group identity. These three types of subcultures are described as involving chiefly lower class males although females are acknowledges to participate in each to some extent, Rice short and Strodbeck (1965) in Sunday (2007).

2.3.3. Personality Characteristics of Delinquency.

Many psychologists have attempted defining personality traits which lead people to become delinquents. Fraud(1961) in Adeshina (1999) found that delinquents are highly "present oriented" and do not plan for the future. Sigma and Monochesi (1961) in Sunday (2007) assert that many delinquents are emotionally disturbed, but equally important, that certain types of emotional disorders are negatively correlated with delinquency.

Dimitz(1958) in Adeshina found that delinquents are less responsible, and more often perceived themselves as likely to get into trouble.

While the above studies are highly provocative, the evidence suggests that there is no single personality pattern, which characterizes all delinquents, or even a majority of delinquents.

2.4. Causes Of Juvenile Delinquency.

Delinquent children cannot be held directly accountable to the

offences they commit; such offences can always be traced to a particular root. Juvenile delinquency can be traced to one or a combination of factors in any situation. According to Yunusa (1998), Bello (2006), and Sambo (2008), juvenile delinquency can be attributed to the following causes

- The home
- The society
- The School Environment
- Peer group
- Social and emotional disturbance
- Absence of sex education
- Lack of social acceptability as a result of maladjustment outside the home
- Instigation or incitement and others.

1. The home. The influence of the home which can lead to delinquency can be as a result of one or a combination of the following:

i. Broken homes

ii. Poor physical conditions

iii. Poor parent child relationship

iv. Hostility in the home

v. Lack of parental supervision

vi. Parental rejection etc

According to Yunusa (1998) in Juvenile delinquency and its Islamic solution , children from broken, poor and unhappy homes with ignorant, irresponsible and sometimes; drunken single or both parents with many children are often subjected to inadequate feeding, clothing and poor shelter. In support of what yumusa said, Tverman (1978) in Akinson (1982), Sarafina and Armstromg (1986) in Sambo (2008) states that some circumstances at home that may cause a child to become delinquent are poor physical condition; poor parents –child relationship characterized by hostility; lack of affection and inadequate involvement in the child's welfare; overly harsh and authoritarian methods of discipline; a high degree of family conflict and disorganization.

Armstrong (1986) in Sambo (2008) however noted that some children from rich background use delinquent behaviour as a form of protest and attention seeking. Some parents do not care and show enough interest in their children's welfare, such children interpret this to mean that such parents do not love them. In order tom show their protest against the non-chalant attitude of their parents towards their welfare, they become delinquents.

In the words of Durbey etal (1980) in Toluhi (2002) maintain that families differ significantly in terms of their social order. Some have more

experience and ability of operation within a given context and social environment than others. The variations in the scope in the various walks of life can bring about different modes of caring in terms of schooling and moral development. In addition fathers of delinquents are much likely to have records of crime, alcoholism or mental disorders Glueck 1950) in Sambo (2008). Thus, to the degree that the child tends to copy his father's actions, the boy's chances of delinquency are increased.

2. The Society

The contradictions in the behavior of adult members of the society could be seen as contributing to juvenile delinquency behaviour .The moral bankruptcy and general indiscipline exhibited by adults tend to convince young people that there is some measure of acceptance of such behaviour patterns. Since adults who ought to be role models are found wanting, the adolescents do not see anything wrong in copying the adults .Essen (1983) in Toluhi (2002).

Delinquents conduct is obviously influenced by the environment and is a response to it. Jesild (1963) in Sambo (2008).Jesild is of the view that an adolescent would not become a thief if the environment do not provide something for him to steal ,and strong antecedents to do so.Jesild ((1963) in Sambo (2008) however argued that the explanation as to why one adolescent

steals and another does not is less obvious .That environmental pressure and social disapprovals vary in deferent segments of the society but even in subcultures where attitudes towards conduct are rather tolerant ,youngsters differ in the seriousness of the crimes they commit.

3. The School Environment;

Rhodes and Resiss (1952) in Osarenren (1997) observed that truants act as a reminder of the inadequacies that exist in our schools .This view point was confirmed by Nelson and Gerber (1979), in a study in which 70% of the respondents attributed their truancy to the school. some teachers make unpleasant remarks about students while others call then derogatory names .considering that this is the period of search for self ,the students can easily become a truant if only to avoid such teachers.

Sometimes, when students find schools task too difficult it make then to become truants.

4. Peer Group Influence

Young people witness a growing dependence on friends and lesser dependence on parents. It is due to this greater dependence on friends that many students become delinquents .peer group according to Uche (1980) in Toluhi (2002)is the child's friends and equals. They have their own form of behaviour, values and are made up of the playgroups, schoolmates, the

clique and many gangs. They are formerly organized .Odebunmi in Toluhi (2002).Also Johnson in Toluhi (2002) points out that peer group has a great influence on the child's socialization and this can be negative or positive .The fear of rejection by friends compels many students to engage in the activities that are sanctioned by their group even if they do not approve of such activities .According to the investigation done by Becker,(1953) and Johnson(1973) in Sunday (2007) on the influence of the peer interaction, both provides the evidence that adolescents in the use of illegal drugs is highly related to the perception of their friends as engaging and of approving such behavior.

5. Social and Emotional Disturbance

According to Gluek and Gluek (1950) in Sambo,(2008) many delinquents are emotionally disturbed or have personality disorder which would make life a burden to them and to others even if they did not violate the law .They are however ,of the views that some delinquents who are emotionally disturbed may be regarded as more "healthy " than some other emotionally disturbed children.

2.5 THE CONCEPT OF ACADEMIC PERFORMANCE

Academic performance means how well one does in school. Poor grades are considered bad academic performance .According to Cambridge University Report (2003), Academic performance is frequently defined in

terms of examination performance. Academic achievement refers to what skills the student has learned as is usually measured through assessments like standardized tests, performance assessments and portfolio assessments. Santrock (2006).

The assessments provide information of the students' academic performance across time. Academic performance which is measured by the examination results is one of the major goals of the school. Hoyle (1986) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance.

2.5.1 Factors Influencing Academic Performance

Academic performance can be influenced by a number of factors.

School Environment Factors

- Students to teacher ratio- The research shows that students attending schools where the student to teacher ratio was 20 or more were likely to have low academic performance than students attending schools where this ratio was 10 or less.
- Unexplained absence from school- Students with more than 10 days of unexplained absence from school were almost two times more

likely to have low academic performance than students who did not have any unexplained absence.

- School suspension- Students suspended from school on two or more occasions were over three times more likely to have low academic performance than students who had never been suspended.

Thelma (1998) in her research on variables that associate with academic achievement of American-African has identified non-cognitive as one of the main contributor. African- American with high scores on measures of educational aspirations, values,(courage, exciting life, cleanliness, imagination and helpfulness), emotional intelligence, acceptability, of mix dating, self-confidence, satisfaction with academic advising and tutoring, being in control of academic outcomes ,preference for long-term goals, academic self-concept, self-esteem, self-concept of ability, specific personality traits such as aspirations, affiliation, dominance, harm avoidance etc.

Favourable opinions of their study and relationships with others, and low scores on alienation and reliance on family and instructions to solve social and academic problems had higher grade-point average than those with contrasting scores on these variables. Other factors influencing students academic performance include : students physical health, family

environment, main language spoken in the classroom, speech difficulty among others.

2.6 Impact of Juvenile Delinquency On Students' Academic Performance.

Impact of juvenile delinquency is the core of this study; however some authors have few reports about the topic.

Osarenren (1997) opined that as should be expected truancy and absenteeism in particular affect the academic performance and achievement of students. Since they constantly absent themselves from school, they do not perform well in examinations because they were not in the class when lessons were thought.

Secondly because of their nature, they do not even collect notes from their classmates. In other to perform well they cheat in examination. Often times, they repeat classes and still they do not perform better instead the problem worsens resulting in dropping out of school, when they drop out of school. They constitute another source of social nuisance because the boys may become armed robbers while the girls become prostitutes.

In view of the above, Bello (1998) reveals that examination malpractice is becoming a rampant phenomenon among students and it is also fast assuming a cult image which could be as a result of juvenile delinquency.

The effect of alcoholism on the individual is that, it reduces individual's

capacity for meaningful developments. O'kwu and Shamija (2004).They said alcohol gives the individual a false feeling of himself, that an alcoholic addict always feels he or she is right and must have his\her way. He behaves differently, forgets his senses of right and wrong and neglects his duties. Any student in this situation definitely cannot think straight.

2.7 The Role of Teachers in inculcating good Behaviour in Students

The role of teachers in establishing good behavior in school is very important. They can help in the averting all possible immoral act that are exhibited by students in schools. The teacher, as Essen, (1983) in Toluhi (2002) hassaid remains at all times a worthy moral and intellectual model for the students. He should show loyalty to his duties and lead anhonorable and respectable life in school and in the surrounding community.

Cole (1962) rates that the teacher should always keep a positive approach to students conduct. He should not condemn him outright but talk to him in order to let him understand his mistake. Cole (1962) advice is that teachers look for situations that will permit him to work with the students. The teacher always considers each student as individual and discovers the proper way to handle him or her. The researcher is of the opinion that teachers' personal relationship with students will enhance the knowledge and treatment of individual students differently.

Soupier (1976) expresses the view that the teacher should maintain

high integrity and should not adapt a laisser-faire attitude, where such a teacher goes on borrowing from students or begging for cigarettes. This kind of relationship as he points out will breed contempt between teachers and students, which can create lawlessness in the school. This however, does not mean that the teacher should be too authoritarian. The stern, rigid and unapproachable teacher is feared and also often hated by the students. In the researcher's opinion, the teacher should be friendly but at the same time firm in dealing with the students.

2.8 The Concept of Social Studies Education.

Dubey (1980) defined Social Studies Education as the investigation of human activity, it studies man at home, man a work, man at politics, man at play, man in the village , in the nation and man everywhere engaged in his busy programs of living. Socials Studies Education is particularly interested in man's problems and how to resolve them. This definition agrees wth Okonkwo (2000) in Ololobou (2004), who sees Social Studies Education as the study of man and his physical and social environment, and how man interacts with others. It therefore means Social Studies Education is concerned with man in his totalty, that is what he does to himself and to his environment and what influence his environment exert on him.

Kissock (1981)defined Social Studies Education as a program of study

which the society uses to instill in students the knowledge, the skills, the attitudes and action considered worthwhile concerning the relationship, human beings have with each other, themselves and their world. Social Studies Education is further described as "a study of the basic characteristics of man, and a detail investigation into the many and varied expression of the adaptation of man to the area in which he lives and his relationship with other men. Akinlaye (1987). Considering most of these definitions it is clear that Social Studies Education centers on man and his environment. As a school subject social studies realize that man is confronted with problems in all his life experiences and trains people on how to find solutions to their problems without giving up. Adeyemi (2004).

2.8.1. Relationship between Social Studies Education and the Social Science

Social Studies Education generally promotes interdependency among other social science subjects. The subject is based on integrated curriculum; there exist a very close relationship between social studies and other social sciences. Social Studies Education touch on the social sciences, humanities, and literature. Adeyemi (2004).Social Studies has relationship with other subjects such as political Science (government), geography, economics, sociology, anthropology, psychology, archaeology and a host of others.

Accord to Okonkwo (2000) Social Studies Education is not a combination of the traditional subjects neither does it tries to replace them but uses their concepts for effective teaching. Some of the relationships are discussed as follows;

i)Sociology –

The main impetus for teaching Social Studies in recent years arose out of a concern to help young people to understand an increasingly complex society. Sociology then readily came to mind as a discipline that could lend tremendous support to social studies in fostering this type of understanding. Makinde (1979).Sociology main focus according to Makinde (1979) is the relation of individuals or groups of individuals to society as a whole. From the beginning, sociology has been concerned with conflict and change and with order and stability.

Some of the sociological generalizations useful to Social Studies are generalizations;

a) Formulating the conditions under which institutions or other social formulations arise.
b) Generalizations ascertaining the changes in a given institution are regularly associated with change in other institutions.

c) Generalization stating the implication of assumptions regarding human behavior. Concepts in sociology such as social structure, role, social institutions, community, associations, cooperation and integration are very useful to Social Studies Education.

ii) **Anthropology**.

Is the study of the culture of the people particularly the so-called primitive society. The subject deals with the study of the tribes, race, languages and the way of life of the people (CESAC, 1979) in Dubey and Barth (1980). Anthropology focuses on man's culture and its development over time. The concept of culture is very important to both Anthropology and Social Studies Education deals with man in his environment. Therefore, Social Studies Education teacher can use the concepts, skills and knowledge of anthropology as tools to effective teaching.

iii)**Psychology**

It studies man, his mental behaviour, activities and motivations. The Social Studies Education teacher will use the aspect of psychology which focuses attention on how the individual's development and behaviour are influenced by a group as well as how the individual's conduct and experiences also affect the group in return. Social studies make use of concepts in Psychology such as the family, attitudes, and personality traits.

Other concepts used in psychology for exploring the child's experiences in the family include motivation, perception, frustration, reinforcement etc.

iv) **Geography**

Geography studies the existence of man and his activities in a spatial location in relation to the existing natural resources. The overall purpose of geography therefore is to introduce the child to the environment where he finds himself so that he can be highly intelligible about the physical and social nature of it. For example the child would be aware of the total climatic condition and the weather which will determine the overall activities and the total way of life of the people in the location. Social Studies Education also studies man within the context of his environment. It exposes man to his social and physical environment and then studies the relationships that exist between them. In social studies, concepts from geography that feature prominently include space location, relief, drainage, interaction, climate, weather which determine the overall activities and total way of life of the people in the location.

v) History-

History is concerned with how man's past has influenced his contemporary circumstances and how a knowledge of this past could help him better understand his present existence as well as attempt look into his

future. Dubey, (1980).Social Studies Education and history according to Dubey (1980) are closely related because history studies the past activities of man in detail and seeks to answer questions about what forces or factors influence man's activities.

As Social Studies Education is the study of man in his different environment, the knowledge of history will help the social scientist in understanding the environment – how the past activities of man have influenced his present status in such environments. The Social Studies teacher will use the knowledge of history to appreciate how people and events have influenced their multifarious environment.

vi) Religion

Religion affects all the activities of human beings, including the regulation of the conduct of individuals. Idowu (1973) in Toluhi (2002) maintained that religion has always served a purpose which affects the very fabric of life itself. Social Studies Education, especially when the teachings and practices of religion affect man in his physical, social and cltural environments. Religion affects the life of individuals, societies, organizations and even nations of the world. Religion is an important agent of social change. It affects social order and determines the destinies of men, the societies and the nations

vii) Political Science

Politics takes on the character of a general activity where the choices and preferences of individuals and of groups are involved, Okonkwo (2000).Social Studies Education draws from the discipline of political science relevant areas in order to enlighten young people about the political dimension of human existence. Social studies also want to foster knowledge of certain concepts that could be applied to a whole range of political phenomena and events. Okonkwo (2000). Some of the concepts of political science which are of interest to social studies include social control, state, power, legitimacy, political socialization, political culture, leadership, followership and others.

viii) Economics

Economic workings of the society in which children live is considered an essential part of the knowledge they must have in order to understand the modern world. According to Emmanuel (2008), certain concepts in economics are recurrent in the everyday activities of the second in Social Studies Education they should be treated with in relevant questions about the issues and problems in their real world. He maintains that Social Studies Education is taught to enable the children see the relationship between what they learn and what they do within the society. Concepts in economics such

as scarcity, production, resources, specialization, demand and supply, trade and others are relevant to Social Studies Education.

2.8.2 Nature and Scope of Social Studies Education.

The nature and scope of Social Studies Education include social science subjects from which social studies content, concepts, generalizations and methods are drawn. Dubey and Barth,(1980). Also Adeyemi (2004) maintain that the scope of Social Studies Education will remain an ever changing area as long as there exist space, time and human development. To illustrate the typical nature and scope of social studies programmes the following theme are useful

- Culture heritage
- Global perspective
- Political\economic issues
- Social History
- Spatial history
- Social contracts
- Technology
- Citizenship
- Peace and interdependence, Kissok (1981).

Some of these themes will be discussed:

a) **Cultural heritage**: - The cultural heritage of a people is embodied in stories about their values, hopes and dreams, fears and dilemmas. The major role of a school is to transmit the cultural heritage from one generation to another through history of the people, artifacts and dilemma. A culture consists of language, tools, important documents customs, social institutions, beliefs, arts and religion. Every human behavior that make up its culture, Mankinde (1979).

b) **Global perspective**: - According to Ololobou (1989), the world is becoming more crowded, interconnected and more volatile. There is need for peace but preparation for war contains use what happens in distant places quickly affects us. Students must understand the dynamic of human, technological and ideological positions or practices as culture is shared across the world, our perspective must be global.

c) **Political\Economic Issues**: - Citizens need to become aware of their political and economic obligations so that they can function well with the political and economic system. This means the ability to make personal and social decisions, often with little time and incomplete information, citizens therefore need to become aware of their political and economic opportunities and obligations .Ololobou ((1989).

d) **Tradition and change**: - People, events, tools, institutions, attitudes, values and ideas change over time. History records the struggle of people and groups who favour change and those who oppose change Makinde (1979). He maintains that as the rate of change accelerates, we must recognize that human experience is continuous and interrelate. Continuity and traditions are facts of life and provide life and meaning, beauty and truth. Students should learn how change and continuity constantly influence their lives, Makinde (1979).

e) **Technology: -** Kissok (1981) opine that human beings modify nature for their purposes. They engage in science and technology using the knowledge of science and technology and engineering as tools to bring comfort, enjoyment and relaxation to our lives.

   In many ways we are extensions of our tools, we see, hear, travel, fight and stay alive because of tools (technology), NERDC (1983). Social studies must help students understand the role of technology in their lives

f) **Social history**: - the need for equity and justice, and the large reservoir of historical and contemporary evidence of right demands that we include women, minorities and the so-called ordinary people Din our study of the human family. Human values come to life through the stories of people who played many roles in the drama of history. Social history encourages the

study of the past through primary sources and personal accounts. Okonkwo (2000).

g) **Citizenship:** - Okonkwo (2000) maintain that citizenship in a democracy involves both obligations and privileges. Students need to understand how government and politics actually work. They need to understand the underlining purposes and values of government in a free society. It therefore means that through social studies students should have opportunities to develop the abilities required to be effective citizens in a democratic society. Students need opportunities to learn and practice their roles. Rights and responsibilities as citizens of a democracy and members of a global society. Okonkwo, (2000).

2.8.3The Origin of Social Studies Education and Its evolution In Nigeria.

The emergence of Social Studies Eduucation as a discipline was in the United States. It quickly spread to other parts of the world because it was seen as a tool for national development and used as a partial solution to social problems in many countries of the world Kissok (1981).

The idea of Social Studies Education was introduced as a subject to Africa at a conference held in Mombasa, Kenya between 16th to 30th August, 1968 which was named " the conference of African Educators" with Eleven (11)

African countries in attendance including Nigeria. This same conference suggested the introduction of Social Studies Education in the primary schools and teachers' training Colleges of member countries.

According to Kissok (1981) the former Western state of Nigeria, twice were introduced Social Studies in the Nigerian Education system. The first attempt was in 1958, when it partnered educationally with the University of Ohio. This participation was known as "Ohio project." The second appearance of social studies came with the establishment of the comprehensive high school at Aiyetoro in 1963. Makinde, (1979).

In 1965, the ministry of education of the region sponsored a conference on the teaching of Social Studies Education which led to the development of social studies by the Aiyetoro High School. In the conference materials for the teaching of Social Studies Education at Junior Secondary one (JS1) and junior Secondary two (JS2) were produced. Makinde (1979) In 1968 another conference on the teaching of Social Studies Education was held at the University of Lagos under the joint auspices of the ford foundation and the Comparative Education Study and Adaptation Centre (CESAC) of the university of Lagos known as "the critique conference" where the committee presented an edition of the proposed social studies book.

In January 1969 , these used as a fourteed day seminar on Social

Studies Education held at the cooperative College Eleyele, Ibadan which was attended by teachers from various parts of the country. Important outcome of the seminar was the launching of Social Studies Association of Nigeria (SOSAN).The national curriculum conference of 8^{th}---12^{th} September 1969 recommended the teaching of Social Studies Education in all classes in primary school and in classes 1 and 2 in secondary school, Dubey and barth (1980). The Nigerian Educational Research Council (NERDC) was also formed at the conference.

In September 1982 when the 6-3-3-4 educational system was officially introduced, social studies was made one of the core subjects in Nigeria junior secondary schools. Presently social studies have become firmly established in our primary schools, junior secondary, teacher training colleges and many universities.

2.8.4 Objectives Of Social StudiesIn Nigeria.

According to Aina, N.F, Adeyoyin, F.A, Obilo, E.E, and Ahmadu,U.S in Okonkwo (2000) objectives are limited and specific to what can be achieved within a lesson or a given time. Objectives can also be seen as statement of expected outcome of a programme within a given time. Dubey and Barth, (1980) have identified the following as the objectives of Social Studies.

a) The development of good citizenship, the uplifted of moral character and the promotion of social understanding in the societies.

b) The promotion of national unity and economic development.

c) Preparing pupil/students for the world of work and understanding of everyday problems that they may face as adults

d) The development of critical thinking, problem– solving and decision-making for the survival and progress of the national and enhancing socialization and acculturation of citizens in the society. Dubey and Barth (1980) maintain that social studies generally aspire to achieve humanistic, citizenship, and value education. These objectives are geared toward the reduction of the complexity of the environment and the necessity of constant learning.

At post- primary education, Adeyemi (2004) outlined the following objectives

1. To make students aware of the problems of his country, of the world in general and to appreciate the interdependence between peoples.
2. To create an awareness and understanding of the evolving social and physical environment, its natural, man-made, cultural, and spiritual resources; together with the rational use and conservation of these recourse for development.

3.To develop in the students a positive attitude to citizenship and desire In them to make appositive contribution to the creation of a united Nigeria.

4.To develop a capacity to learn and to acquire skills essential to the Formation of a satisfactory professional life.

5.To develop in the student an appreciation of his cultural heritage and a desire to preserve them.

Social Studies Education teachers at the secondary school level are therefore expected to be well educated and be able to interpret the objectives and work towards achieving them.

2.9. Review of Empirical Studies.

Many researchers have carried out various studies which are closely related to the study in question; some of these will be looked at:

Shittu (2004) advanced a study on: Socio-economic Determinants of Academic Performance in Nigeria. The population for the study was secondary school students in three selected secondary schools in the area. A sample of 120 subjects was selected for the study, which was made up of 60 male students and 60 female students.

The major instrument used in collecting data for the study was self-developed instrument tagged Social-economic and Academic rating Scale of

the Students. T-test statistics was used for data analysis at 0.05 alpha level. The results for the study revealed the following:

- That schools are properly funded and managed by government to facilitate high academic performance by students.
- Low income of parents is a major impediment of academic success and development on the part of the students.
- Students' academic performance is predicted by a chain of socio-economic factors resident in parents, family network, and government inconsistent nature of implementation of its policies and funding of schools.

  Recommendations of the study were as followed:

  Government should increase allocation of funds to provide for more amenities to facilitate learning in the schools.

  Secondly, parents should be sensitized on the need to make education of their children and wards a priority in the face the present economic predicament by adequately providing for their school materials.

  Lastly, that local and international Non-Governmental Organizations (NGOs) and other stakeholders in education should be sensitized to weld support for the funding of secondary school projects in Nigeria.

Animasahu (2005) advanced the study on poor school attendance behaviour

known as “truancy” which is part of delinquency behaviour as earlier mentioned, by x-raying their major characteristics such as laziness, excessive sleeping at home, sluggishness, lack of interest in morning duties, non-chalant attitude to issues, rudeness, always speaking foul language, wearing of slippers and other wears not acceptable in school, having extravagant and strange hairdo etc. Their female counterparts carry fashion bags meant for one or two notebooks and spear clothes and cosmetics, going to school late etc.

Animasahu (2009) found that such students are always loaded with academic success barriers than their counterparts who attend classes regularly. Such barriers include poor study habits, career-crisis, examination malpractice, drug abuse, cultism, conduct disorder pornographic behaviour and many more.

This study is related to the present study in the sense that it points out various characteristics of delinquent students relating to poor school attendance which enhances the researcher’s knowledge on how to identify delinquent students. The study carried out by Animasahu (2009) is however different from the present study because seeks to find out what impact juvenile delinquency has on students’ academic performance and not just spelling out the characteristics of delinquent students. The present study also

seeks to find solution to the problem of juvenile delinquency.

Hirschi (1969) submitted that participation in conventional activities reduce the available time and the opportunity to become delinquent. This is in an attempt to find solution to the problem of juvenile delinquency which is also one of the objectives of the present research. However, the research of Hirschi (1969) does not tell the impact of juvenile delinquency on students' academic performance as compared to the present research.

In the research of Hirschi, (1998) on "Juvenile Crime and Education" using economic theories provide evidence to show that economic model of crime applies not only to adults but to juveniles as well. Levitt used explanatory variables like numbers of juveniles or adults in custody per crime, economic variables include the state unemployment; and demographic variables like race and legal drinking age and dummy variables for year and state.The present research found factors such as the home, society, school environment, peer group, social and emotional disturbance among others to be responsible for juvenile delinquency. The present research used Achievement Test in determining the impact of juvenile delinquency on students performance. Hirschi,(1998) finds that juvenile crime is negatively related to the severity of penalties and those juvenile offenders are at least responsive to sanction as adults.

In the research of Finn carried out at Buffalo and Stanford university, New York in 2008 on dropping out of school focused on characteristics of the individual or institution that correlate with the dropout decision. Many of these characteristics are non –manipulable ,and all are measured at one point in time ,later ,in the young sisters school career .The research describes dropping out of school as a developmental process that may begin in the earliest grades ,The frustrating self –esteem is used in the study of juvenile delinquency ; which identifies school failure as the starting point in a cycle that may culminate in the student rejection or being rejected by the school .Finn (2008).

The above research is similar to the present research because it concerns juvenile delinquency but the major focus was on dropping out of school and the characteristics of the individual which graduate into such decision. It was found that school failure is the starting point dropping out of school. This research however does not proffer solutions to the problem of dropping out of school as it relates to juvenile delinquency. The present research on impact of juvenile delinquency on students' academic performance proffered solutions to the problem. It was found that dropping out of school is a process.

Levitt (1998) advanced a research on Crime Causation: Juvenile

Summary

This chapter centered on literature review on the topic of the study. Basic terms are defined operationally. The concept of juvenile delinquency taking into consideration the definition and meaning of juvenile delinquency, types of delinquency, delinquency subcultures, characteristics of delinquents were also discussed. Several causes of juvenile delinquency were outlined and discussed.

Furthermore, the concept of social studies was examined. The definition and meaning of social studies, relationship between social studies and the social science is also examined. This chapter also traced the origin of social studies and its evolution in Nigeria. Social studies objective are also examined at national level and at the secondary school level. It also discussed the effects of juvenile delinquency on the academic performance of social studies. The next chapter will focus on methodology.

CHAPTER THREE

RESEARCHMETHODOLOGY

3.1 Introduction

This chapter describes the design and the procedure that was used for this study. The areas covered include the design of the study, population, sample and sampling procedure, instruments, procedure for data analysis and summary.

3.2. Research Design.

This study made use of quasi-experimental research design. This involved two groups, experimental and control group. The pre- test and post-test were conducted for the two groups. Each group had equal number of students which were randomly selected. A pre-test had been administered on the students in experimental and control groups. After this the treatment was given to the experimental group before the post-test while no treatment was given to the control group but rather a post-test alone.

3.3 Population.

The population of the study comprises 27 public secondary schools. The student's population was thirty-four thousand, five hundred and sixty-four (34,564). The table of population distribution of students is presented below.

Table 3.3.1 LIST OF PUBLIC SECONDARY SCHOOLS IN ZARIA EDUCATIONL ZONE AND THEIR POPULATION

S/N	NAME OF SCHOOL	MALE STUDENTS POPULATION	FEMALE STUDENTS POPULATION	TOTAL STUDENTS POPULATION
1	BAREWA COLLEGE	2301	-	2301
2	ALHUDAHUDA COLLEGE	2745	-	2745
3	G.S.S ZARIA (SNR)	1548	-	1548
4	G.G.S.S ZARIA (JNR)DG.G.S.S.PADA	-	1110	1110
5	G.G.S.S. MAGAJIYA	1241	3O4	1545
6	G.G.S.S. CHINDIIT	-	830	830
7	G.J.S.S CHINDIT	19341	-	1934
8	G.G.S.S D/BAUCHI (SNR)	-	1235	1235
9	G.G.S.S D/BAUCHI (JNR)	-	1331	1331
10	G.S.S MUCHIA	1203	462	1665
11	G.S.S K/KUYABANA	967	333	1300
12	G.S.S DAKACE	9001	197	1097
13	G.S.S T/JUKUN	135	740	1875
14	G.S.S TUDUN WADA JNR	840	945	1785
15	G.S.S. TUDUN SAIBU	1185	200	1385
16	G.S.S AMINU	1250	932	2182
17	G.S.S GYLLESU JNR	227	127	352
18	G.S.S. CHIKAJI JNR	613	239	852
19	G.S.S. KOFAN DOKA	270	209	479
20	G.G.S.S. KONGO ZARIA	-	1625	1625
21	G.S.S MANGI	46	6	52
22	G.S.S. YAKASAI	437	58	495
23	G.G.S.S KOFAN GAYAN	-	2219	2219

24	G.S.S BOGARI	166	14	180
25	S.S.S. KUFENA	1183	-	1183
26	G.C.C. ZARIA	434	325	759
27	GSS KUGU	461	39	500

SOURCE: Zaria Division, Ministry of Education, Kaduna State.

3.4 Sample Size and Sampling Procedure

A sample of 80 JS3 students were randomly selected from the two schools used for the study. The schools were Government Girls Secondary School Chindit and Government Girls Secondary School Kofan Gayan. The choices of the two schools was based on the fact that they both share a common characteristics like student type, academic objectives, educational facilities and education policies. This is in agreement with the views of Nwana (1985) who state that thae similarities in characteristics sampled schools is vital for obtaining useful data.

Government Girls Secondary School Chindit was used as the experimental group while Government Girls Secondary School Kofan Gayan was the control group. In each of the two school twenty (20) delinquent students and 20 non delinquent students were selected for study. The criteria for selecting delinquent students were not only based on the students conduct during the school hours but even outside school. This was done with the assistance of the Social Studies teachers in the two schools.

This is because some students pretend while in school but in actual sense they are delinquent. Some of the students were found with more the one delinquent behavior.

Table 3.4.1 below represents a sample distribution of the students.

S/No	Sampled schools	Delinquent students	Non delinquent
1	GGSS Chindit	20	20
2	GGSS K/Gayan	20	20
Total		40	40

3.5. Instrumentation

The researcher made use of Social Studies Achievement Test. It was a teacher-made test, and an objective test (multiple choices).

The Social Studies Achievement Test allowed the researcher to have access to the respondents who were taught some topics by the researcher and at the same time assessed. The test was made up of 20 questions, with four alternative answers for each question as A, B, C, D.Each correct answer carried 2marks.

3.5.1.Validity and Reliability of Instrument.

The validity of a research instrument involves face content and

criterion validity. To ascertain the validity of the research instrument, the test instrument was vetted by the supervisors and three experts in the subject area (Social Studies) in Faculty of Education, Ahmadu Bello University Zaria. Necessary correction and modifications were made on the advice of the experts. The corrections were effected and items reconstructed based on the satisfactory comments of the experts on the field.

3.5.2. Reliability of Instrument

Afolabi in Akuezuilo (1993) explains reliability as the consistency and dependability of the instrument, to measure what it is intended to measure. The reliability of the instrument was calculated using Split-half. Pearson product moment co-efficient of correlation was adopted to determine the reliability of the instrument.

The reliability score for Social Studies Achievement test was reached to be 0.82. This was an indication that the items were reliable within the limits. This was further confirmed by Murkhejee (1978) that the requirements for internal consistency is an average value of the correlation co-efficient, which must be higher than 0.80.

3.5.3 Pilot Study-According to Akuezuilo (1993) it is always important to

pre -test a research instrument before it is used in order to ensure its validity and reliability. To do this, a pilot study was carried out in Government Girls Secondary School Zaria, whereby the Social Studies Achievement test was administered to a group of 30 respondents (delinquent and non-delinquent) which were not part of the sampled schools. The purpose of the pilot study was to enable the researcher determine the reliability of the instrument, its difficulty level, clear ambiguities and determine whether the instrument has power to discriminate over results. Using split-half the reliability was 0.82

3.6 Procedure for Data Collection

For the purpose of this study, prior to the administration of the test instrument, the researcher collected a letter signed by the researcher's supervisor seeking the cooperation and assistance of the inspectorate division ministry of education Zaria. The director of Zaria division gave the researcher a letter of introduction to the principals of the sampled secondary schools requesting for their assistance. The researcher met with the principals of each of the two selected schools and sought for their permission to carry out the research. The researcher personally administered the test instrument before and after treatment with the help of Social Studies teachers in the schools. The needed number of subjects were selected

randomly and instructed and given the pre-test.and then taught before the post-test was administered.

3.7. Procedure for data Analysis

The results obtained from the Social Studies Achievement test were analyzed using t-test statistic, alongside with other statistics such as Mean, Standard Deviation and Standard Error.

. The significant level for acceptance or rejection for the hypotheses was <0.05.

CHAPTER FOUR

RESULT AND DISCUSSION

4.1 Introduction

In this chapter, the results obtained are presented and discussed. The analysis essentially involved statistical testing of hypotheses stated in chapter one. The level of significance is t >0.05. The t-test statistics was used to test all hypotheses stated earlier.

4.2 Answering Research Questions

This research is titled " Impact of Juvenile delinquency on academic performance of junior secondary school Social Studies Education students in

Kaduna State" Three research questions were stated to guide the study.

Research question 1

What is the difference between the academic performance of students who always come late to school and those who come early?

Table 4.2.1 Comparison of academic performance of delinquent students in respect to late coming to school. .

	Number	Mean	Standard Deviation
late comers	20	5.02	1.83
Those who come early	20	6.63	2.25
TOTAL	40		

The above table revealed that the mean and standard deviation of delinquent students who come late to school are 5.02 and 1.83 respectively while that of delinquent students who come early to school was 6.63 and 2.25. This shows that the academic performance of the two categories of students is not the same. From the result of

the test instrument it is clear that late coming to school negatively affect academic performance.

Research question 2

Is there any difference in the academic performance of students who always fight and those who do not fight?

Table 4.2.2 Comparison of academic performance of students who always fight and those who do not fight.

	Number	Mean	Standard Deviation
Number of students who fight	20	10.4	2.25
Those who do not fight	20	12.48	2.33
TOTAL	40		

The above table indicates a difference between the academic performance of delinquent students who fight and those who do not fight. This is revealed in the mean score and standard deviation of delinquent students who fight are 10.4 and 22.5 while the mean scores and standard deviation of those students who do not fight are 12.48 and 22.33 respectively. This is clear that regular fighting by students has negative effect on students.

Research question 3

Is there any difference between the academic performance of students who always make noise in the class and those who are always attentive in the class?

Table 4.2.3 Comparison of the academic performance of delinquent students who make noise and those who are always attentive.

Delinquent students	Number	Mean	S. D
Noise makers	20	6.02	1.83
Non noise makers	20	10.2	2.25
TOTAL	40		

The above table shows the mean score and standard deviation of

delinquent students who make noise during classes 6.02 and 1.83 while the mean scores and standard deviation of delinquent students who always attentive are 10.2 and 2.25 respectively. The mean and standard deviation of delinquent students who are attentive during classes was higher than that of those who always make noise. It is hereby evident that the academic performance of delinquent students can improve if they can at least pay attention to the teacher.

4.3 Hypothesis Testing

For the purpose of this study three Null hypotheses were formulated and tested as follows:

Hypothesis 1

There is no significant difference between the academic performance of delinquent and non-delinquent students in the control group.

Table 4.3.1 Test of significance between academic performance of delinquent and non-delinquent students, without treatment.

School		Number	Mean	S.D	S.E	T-Cal	T-Critical	P-V
GGSS Kofan Gayan	Delinquent Pre-test	40	6.38	2.36	0.37	-4.273	1.96	0.000
	Nondelinquen	40	8.70	2.77	0.39			

	t Pre-test							

In the above table of test of significant difference, it was shown that mean and standard deviation of non delinquent students of 8.70 and 2.77 was higher than that of delinquent student which are 6.35 and 2.36 respectively which indicated that without treatment non delinquent students had better performance than delinquent students. Therefore there is a significant difference in the academic performance of delinquent and non delinquent students. This is observed as the calculated absolute T-value (-4.273) is greater than the t-critical value (1.96) at 0.05level of significance. Therefore, the null hypothesis is rejected and the alternative is accepted. There is significant difference between the performance of delinquent and non delinquent students in the control group.

Hypothesis 2:

There is no significant difference in the academic performance of delinquent students with literate and illiterate parental educational background after treatment .

Table 4.3.2Test of significant difference in the academic performance of delinquent students with literate and illiterate parental educational background post-test in the experimental group.

Schools		N	Mean	S.D	S.E	T-Cal	T-Critical	P-Value
GGSS Chindit GGSS KOFAN GAYAN	Delinquent Students with illiterate parents	40	6.02	1.83	0.29	9.56	1.96	0.000
	Delinquents with literate parents	40	10.2	2.25	0.36			

In the above table of test of significant difference, it was shown that the mean response of the academic performance of delinquent student with illiterate parents which is 10.2is higher than that of delinquent students with illiterate parents (6.02). The Table value (T-calculated) (9.53) is higher than the t-critical (1.96) therefore null hypothesis is rejected. It therefore means delinquent students whose parent s are literate, perform better in school than those with literate parents. The researcher supposed that the literate parents

of delinquents could be of assistant to their wards at home after school to ensure that they carry out their school assignments.

Hypothesis 3:

There is no significant difference in the level of delinquency among students of various age categories.

Table 4.3.3Test of significance difference in the level of delinquency among students of various age categories.

School	Age	Number	Mean	S.D	S.E	T-cal	t-Critical	P-Value
GGSS Chindit	10-13	13	10.4	2.25	0.36	-4.261	1.96	0.000
	14-17	27	12.48	2.34	0.33			
TOTAL	40							

In the above table of test of significant difference, it was revealed that the mean response of the scores (12.48) of delinquent students between the age of 14-17 is higher than that of delinquent students between ages 10-13 (10.4).This shows that there is higher level of delinquency among older juveniles than among the younger ones. This is

observed as the calculated absolute T-value (-4.261) is greater than t-critical value of 1.96 at 0.05 level of significance. Therefore, the null hypothesis is rejected and the alternative is accepted.

4.4 Major Findings

The following were the major findings

1. Non delinquent students perform better than delinquent students under normal circumstances.

2. Non delinquent students whose parents are literate perform better than there counterpart whose parents cannot read and write.

3. It was discovered that delinquency is more rampant among the older juveniles than the younger juveniles.

4.5 Discussion

The purpose of this study was to find out the impact of juvenile delinquency on academic performance of junior secondary school Social Studies Education students. Social Studies Achievement test was analyzed according to the tested null hypotheses and laid down design in chapter three. The findings from the analysis were summarized below.

The performance of the students as indicated by the results from the analysis showed that the experimental group with mean score of 22.52

performed significantly better than control group with mean score of 15.05. The above evidence therefore suggested that delinquent and non delinquent students were improved on their academic performance after careful treatment. This is in line with the view of Cole (1962) that teachers should look for situations that will permit him to work with the students. Cole maintains that the teacher always consider each student as an individual and discover the proper way to handle him or her.

In the process of the experiment, the researcher discovered that some students when given special attention will help to arouse their interest towards learning. This quite agree with Cole (1962) who states that the teacher should always keep a positive approach to students conduct. He should not condemn him outright but talk to him in order to let him understand his mistake.

In testing null hypothesis 1,using t-test statistics. It was discovered that without any treatment non delinquent performed better than delinquent students Animasahu (2009)found that delinquent students are always loaded with academic success barriers such as poor study habits, career crises among others. This account for the reason why non delinquent students do better even without treatment. This finding was also in line with the research of fin (2008)on dropout which identify school failure as a result of juvenile

delinquency. The test of significant difference in the academic performance of delinquent students before and after treatment revealed that delinquent student performed better after being (taught) treated. The mean score of delinquent student pre-test was 6.02 while that of post test was 10.2 base on the above the null hypothesis 2 was rejected.

It was also discovered that there is a higher level of delinquency among older juveniles than the younger ones. This was revealed that out of 40 delinquent students, 27 were between the ages of 14-17 while only 13 0f them were between the ages of 10-13

4.6 Summary

In this chapter, the report of findings of the impact of juvenile delinquency on junior secondary School Social Studies Education students' academic performance in Kaduna State was presented. The data analysis aimed at findings out whether juvenile delinquency can be minimized or reduced to the nearest minimum.

The analysis was carried out using t-test to interpret the three formulated hypotheses at 0.05 level of significance.

CHAPTER FIVE

SUMMARY, CONCLUSION ANDCOMMENDATIONS

5.1 Introduction

This is the concluding chapter of the work, it dealt with the summary, conclusion, contribution to knowledge, recommendations of the study and suggestions for further studies dealt with in this chapter.

5.2 Summary

This segment summarized the impact of juvenile delinquency on junior secondary school Social Studies Education students' academic performance in Kaduna State. All students in all junior secondary school in Kaduna State study social studies. Juvenile delinquency has become very obvious in secondary school, the researcher's concern about delinquency among junior secondary school students led to this study. It has been shown that juvenile delinquency is caused by various factors ranging from the home to societal and school factors. Delinquent students were found to possess characteristics such as fighting, drunkenness, truancy, restlessness and many others.

During the study it was obvious that a good number of delinquent

students easily lose interest during classes which eventually lead to poor academic performance. However, the teacher has a role to play to enhance learning even success in the career of delinquent students. To revive the interest of delinquent students the teacher should adopt suitable method and style in order to affect learning.

Three hypotheses were formulated and tested in the course of the study. Two schools were randomly selected for the study. Student from JS3 in two secondary schools were randomly selected for s group. The experimental group was taught for six weeks while the control group was not taught. The pre-test post test design was used for the purpose of data collection. In the first instance, pre-test was administered to students; the test was a 20-item test. After this there was an intensive teaching session of six weeks for the experimental group during which the students were exposed to instructions. This was followed by a 20 –items post-test to evaluate the effectiveness of the treatment administered and to ascertain the performance of delinquent students Scores before and after treatment were recorded. Data gathered for the study were analyzed at the 0.05 level of significance.

Result from the data collected, analyzed, indicated the following findings.

1. Delinquent students performed lower academically than non delinquent students even without treatment.
2. Non delinquent students performed better than delinquent students even when taught together.
3. The academic performance of delinquent students improved after treatment.

It was also discovered that some teachers lose interest in teaching delinquent students can improve if carefully handled.

5.3 Conclusion

The main focus of this study was to find one out the impact of juvenile delinquency on academic performance of junior secondary school Social Studies Education students' academic performance in Kaduna State. The results of the study showed that there is significant difference in the academic performance of delinquent and non delinquent students in the two main designed groups-experimental group and control group. This finding led to the conclusion that students' academic performance is negatively affected by juvenile delinquency. The researcher would however want to end up this section with the conclusion that based on the analysis of results in this study, the level of poor academic performance of delinquent students can be improved through suitable teaching method and style.

5.4 Recommendations

The following recommendations were made based on the information gathered in the course of this study. It is therefore hoped that the recommendation will provide assistance to students, teachers, school authorities and future researchers.

1. Delinquent students should be shown love by teachers as this will instill value and self esteem in them which will in turn enhance learning.
2. Teachers should not neglect delinquent students, in the course of teaching but rather try to understand each student as an individual and treat him as such.
3. There should be counseling unit in all secondary schools in Zaria educational zone where students can go to and present their problems for appropriate guidance.
4. Social studies as a subject seek to inculcate accepted norms in the individual so the subject teacher should bear in mind this fact as he teaches and also show a good example by displaying positive and accepted values for students to imitate as this will help minimize cases of delinquency in secondary schools in Zaria educational zone.
5. The school authorities should always seek the support of parents in formulating policies for effective communication with the parent will

acquaint them with the school affairs, detailed and constant information about the failure and success of students will help parent to understand, appreciate and cooperate with the school authorities. If this happens, the school, teachers and parents would always imitate each other on matters concerning the discipline of the students.

6. Parent of delinquent students who are literate should employ the services of private teachers to assist their wards at home.
7. Government should make funds available to sponsor teachers' attendance at conferences, seminars and workshops on class managements and teacher-student relationship.
8. Social Studies curriculum at junior secondary level should always be reviewed to cover all aspects of societal needs. This will help to normalize students' behaviuor.

5.5 Suggestion for further Researches

1. Further study similar to the present one should be carried out in other educational zones in the Kaduna state.

2. Research should also be carried out on the effect of teachers' attitude towards delinquent students and academic performance.

3. A study should be carried out on the level of delinquency among male and female students in secondary schools.

5.6 Contributions to knowledge Advancement

The study of impact of juvenile delinquency on academic performance of junior secondary school Social Studies Education students in Kaduna State has resulted into the following contributions to knowledge advancement as follows:

i)Teaching delinquent students with careful attention and suitable methods will help the students improve in their performance.

ii) Constant review of Social Studies curriculum to suit the emerging needs of the society will help reduce the problem of juvenile delinquency among secondary school students.

iii) Most of the concepts in Social Studies Education centre on the conduct of man in the society.

iv) Parental educational background has a way of affecting the delinquent student's academic performance

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APPENDIX I

DEPARTMENTOF EDUCATION
FACULTY OFEDUCATION
AHMADU BELLO UNIVERSITY, ZARIA

Date……

Our Ref: DE/S.25

…….

…….

Dear Sir,

STUDENTS' FIELD RESEARCH

The Department of Education, Ahmadu Bello University, Zaria requires each student working of a degree to complete a research thesis/project. Our student entering the final year of their studies will be collecting data during the year.

Most of them will need to be allowed access to certain relevant documents and some valuable information which you may have. Please give assistance as much as possible.

TOPIC OF RESEARCH:

……

……

……

Thank you for your continuing cooperation.

Yours sincerely,

…….

.Research Adviser.

APPENDIX II

Faculty of Education,
Ahmadu Bello University,Zaria.

The Director,
Inspectorate Division,
Zaria.

Dear sir.
APPLICATION TO CARRY OR A RESEARCH IN YOUR SCHOOLS.
I hereby apply to use some of the schools under your division for research. The research topic is: “impact of juvenile Delinquency on academic performance of secondary school social studies in Zaria Educational Zone.” I am a student in the Department of Education in the above named University.

Thank you for your cooperation.
Yours faithfully,

Philomena M. Solomon.

APPENDIX III

PRE-TEST

SECTION A: BIODATA
NAME…….
CLASS……
AGE……
SECTION B

INSTRUCTION: ANSWER ALL QUESTIONS

1. Which of the following is an advantage of air transport? A. Accidents are common B. it is cheaper C. it is faster D. it is expensive.
2. Trains usually travel on ---------- A. Roads tracks B. Rail tracks C. Air tracks D. Sea tracks
3. Which of the following is a disadvantage of water transport? A. It is very slow B. It can carry heavy loads C .It covers long distance D. It is very cheap
4. Communication is a process of A. Sending messages B. Sending and receiving messages C. Using sings and symbols D. Receiving messages
5. Which of the following does not belong to electronic media? A. Television
6. B. Newspaper C. Internet D. Radio.
7. Pamphlets, newspapers and magazines belong to---------- A. Print media B.Written media C. Paper media D. Black and white media.
8. Which of the following means of morden communication is commonly found in rural areas? A. Newspaper B. Television C . Internet D. Radio.
9. Transportation can best be defined as----------

   A. Movement of people goods and services from one place to another.

B. Movement of goods and services from place to place.

C. Movement of goods from one place to another

D. Movement of people from place to place.

10 Which of the following is not an aspect of land transportation?

A. Human traction B. Aircraft C. Beast of burden D. Human portage

11.One of the advantages of road transport is that----------A. It is cheap to maintain

B. Accidents are not common C. It is cheaper than rail transport

C. It is cheaper than rail transport D. It covers long and short distances

12.Which of the following is the fastest means of communication? A. Running

B. Letter writing C. Town crier D. Telephone

13. One advantage of rail transport is that----------A. It is easy to maintain

B. It is easy and cheap to construct C. It is very slow D. It does not carry much load.

14. What is the full meaning of ICT? A. Information Computer Technology.

B. Information Commercial Technology C. Information Communication Technology

D. Informal Communication Technology.

15. The oldest and most common means of transportation is by----------

A. Train B. Car C. Ship D. Foot.

16. Which of the following is a problem of communication in Nigeria?

A. Verbal communication B.Inadequat facilities in rural areas. C. Sign language D. Symbols.

17. All the following are traditional means of communication except----------

A. Town crier B. Flute C. Drum D. Letter writing.

18. Two categories of airport in Nigeria are----------A. Town and city airports

B. Commutal and long distance airport C. International and Intercontinental airport

D. Local and International airport.

19. All the following are aspects of water transportation except----------
---
A. Trunk “A” Road B. Boat C. Water ways D. Canal.
20. Which of these is not an element of communication? A. Air ticket
B. Receiver
C. Sender D. Feedback.

APPENDIX IV
POST -TEST

SECTION A: BIODATA
NAME……..
CLASS……..
AGE……..
PARENTS EDUCATIONAL BACKGROUND:
Graduate ( ) Diploma/NCE ( ) SSCE/GCE ( ) primary school ( ) non of the above ( )

SECTION B:
Instruction: Answer All Questions.

Transportation can best be defined as----------A. Movement of people from place to place. B Movement of goods from one place to another. C.Movement of goods and services from one place to another.
D. Movement of people, goods and services from one place to another.

2. The oldest and most common means of transportation is by----------
A. Foot B. Car C Ship D. Train
3 Which of the following is not an aspect of land transportation?
A Human traction B. Human portage C. Beast of burden D. Camel
4. All the following are aspects of water transportation expect----------
A. Water ways B. Boats C. Trunk "A" Road D. Canals.
5. Which of the following is an advantage of air transportation over water transportation?
A. It is faster B. It is cheaper C.Accidents are common D. It is expensive.
6. One of the advantages of road transport is that----------A. It is cheap to maintain B. Accidents are not common C. It covers long and short distances
D. It is cheaper than rail transport.
7. Train usually travel on ---------A. Rail tracks B. Road tracksC. Air tracks D. Sea tracks.
8. Which of the following is a disadvantage of water transport?
A. It is very cheap. B. It can carry heavy load C. It covers long distance D. It is very slow.
9. Two categories of air port in Nigeria are----------A. Town and city airports

B. Local and international airports C. Commutal and long distance air ports
D. International and intercontinental airports.
10. Communication is a process of ----------A. Sending messages
B. receiving messages C. Using signs and symbols D. Sending and receiving messages.
11. Which of these is not an element of communication? A. Sender B. Receiver
C. Air ticket D. Feedback.
12. All the following are traditional means of communication system except----------
A. Letter writing B. Flute C.Drum D. Town crier
13. Which of the following does not belong to electric media?
A. Newspaper B. Letter writing C. Internet D Radio.
14.What is the full meaning of ICT? A. Information Computer Technology
B. Informal Communication Technology C. Information Commercial Technology
D. Information Communication Technology.
15.The way of passing information to a large number of people is called----------
A. Radio communication B. Mass communication C. Television communication
D. Crowd communication.
16. Pamphlets, newspaper and magazine belong to ----------A. Written media
B. Print media C. Paper media D. Black and white media.
17. Which of the following is the fastest means of communication?
A. Running B .Letter writing C. Telephone D. Town crier
18. Which of the following means of modern communication is commonly found in rural area? A. Newspaper B. Radio C. Internet D. Television.
19. One advantage of rail transport is that---------- A. It is very slow
B. It is easy cheap to construct C. It is easy to maintain D. It does not carry much load.
20. Which of the following is a problem of communication in Nigeria?
A. Verbal communication B. Sign language C. Symbols D. Inadequate facilities in rural areas.

PRE-TEST MARKING SCHEME

1. **C**
2. **A**
3. **D**
4. **C**
5. A
6. C
7. A
8. D
9. B
10. D
11. A
12. A
13. A
14. D
15. B
16. B
17. C
18. B
19. C
20 D

POST-TEST MARKING SCHEME

1.C
2. B
3. A
4. B
5. B
6. D
7. A
8. D
9. A
10. D
11. D
12. C
13. A
14. C
15. D
16. B
17. D
18. D
19. A
20. C