# CAUSES AND EFFECTS OF JUVENILE DELINQUENCY AMONG YOUTHS IN MADAKIYA DISTRICT, ZANGO KATAF LOCAL GOVERNMENT AREA OF KADUNA STATE

BY

**MUSA, NEHEMIAH**

**M.Ed CHRISTIAN RELIGIOUS STUDIES**
**FACULTY OF EDUCATION**
**AHMADU BELLO UNIVERSITY, ZARIA.**

**SEPTEMBER, 2000**

**DECLARATION**

I hereby declare that this thesis has been written by the researcher and that it is a record of his own work. The work has not been presented in any previous application for a higher degree. All quotations are indicated by quotation marks and the sources of information are acknowledged by means of references.

Musa, Nehemiah

SIGN.....

DATE.....15TH SEPTEMBER, 2000.

**CERTIFICATION**

This thesis titled "Causes and Effects of Juvenile Delinquency Among Youths in Madakiya District Zangon Kataf Local Government Area of Kaduna State" meets the regulations governing the award of the degree of Masters of Education (Christian Religious Studies) of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

Rev. Fr. Dr. Joseph Mamman
Chairman, Supervisory Committee — Date: 20/12/2000

Dr.G.O. Folarin
Member, Supervisory Committee — Date

Dr. M. Ben Yunusa
Head, Dept of Education — Date: 29/12/2000

Prof. S.B. Ojo
Dean, Post Graduate School — Date: 15/12/01

***DEDICATION***

This work is dedicated to my parents Mr. Musa Babuga and late Mrs. Ladi Musa. May her soul rest in peace.

**ACKNOWLEDGMENT**

This work would not have been completed without the help of many people to whom I owe so much gratitude. I would like to first thank God Almighty for sustaining me throughout my period of study.

My sincere thanks go to my major supervisor, Rev. Dr. J. Mamman who tirelessly supervised this work from its beginning to the end. I also thank Rev. Dr. G.O. Folarin my second supervisor for the inspirations and insights he gave to me. My sincere gratitude to Rev. Dr. J.A. Ilori for his fatherly concern and encouragement.

I am grateful to the District Head of Madakiya Mr. D. Kantiok for his cooperation in giving me the relevant information needed for this work. Thanks to the ECWA Church Zonkwa District Church Council (D.C.C), ECWA Church Madakiya Bajju and ECWA Bible Secondary School Ayagan for their prayer and encouragement. Special thanks to Mr and Mrs Iliya Musa, Mr and Mrs Yabaya Mr. and Mrs Utuk, Mr and Mrs Ladan, Mr M. sisters, brothers and friends and well wishers whose encouragement and support (moral and financial) can not be quantified. I acknowledge most sincerely, the moral and financial support given me by my wife, Mrs. V. N. Musa and children Gideon, Ezekiel Ezra and Joel who had to bear the burden of my long absence while undertaking this study. May the Good Lord Bless you all in Jesus' name, Amen.

**ABSTRACT**

This study is an investigation of the Causes and Effects of Juvenile Delinquency Among Youths of Madakiya District, Zango Kataf Local Government Area of Kaduna State, Nigeria.

The main objectives were to find out the causes of juvenile delinquency, prevalent delinquent acts among the youths; effects of juvenile delinquency on youths and society; and suggest ways of checking the menace among youths of Madakiya District.

In the research the following questions were raised and answered:

a) What are the causes of juvenile delinquency among youths of Madakiya District?

b) What are the types of Juvenile delinquency prevalent among the youths and community of Madakiya District?

c) What are the effects of juvenile delinquency on the youths in Madakiya and the entire Community of Madakiya District?

d) How can the problem of Juvenile delinquency among youths in Madakiya District be checked?

Four null hypotheses were stated and tested at 0.05 level of significance. The hypotheses were stated thus:

a) There is no significant difference between the opinions of the male and those of the female respondents on the causes of juvenile delinquency among youths in Madakiya District.

b) There is no significant difference between opinions of

the youths and those of the adults on the prevalent delinquent acts among youths in Madakiya District.

c) There is no significant difference between the opinions of the youths and those of the adults on the effects of delinquency on the youths of Madakiya District.

d) There is no significant difference between opinions of the males and those of the females on the ways to check juvenile delinquency in Madakiya District.

The sample size of 280 respondents was randomly chosen out of which 140 respondents were males and 140 respondents were females.

The main instrument used for the study was a questionnaire which was designed by the researcher. T Test statistical tool was used to analyse the data. All the four hypotheses stated in this study were retained because there was no significant difference between the various opinions.

From the findings, the following major recommendations are made;

1. Parents should live exemplary lives of truthfulness, understanding, love and affection and loyalty. Parents should teach their children about God and morals. Such moral training goes a long way to help the children accept the norms of the society in which they are brought up.
2. The Government can help by creating more job opportunities especially for the youths of Madakiya District, so that they can engage themselves in

meaningful work. Being an agricultural community, the introduction of mechanised farming could provide more job opportunities to the youths of Madakiya District.

3. There should be social/recreational programmes like games and sports activities. Seminars and debates to help the youths utilise their leisure time more meaningfully.

4. The country's educational system should be planned in such way that right from the primary schools, the children are gradually aware of their obligations to the society.

## LIST OF ABBREVIATIONS

| | | |
|---|---|---|
| D.C.C. | - | District Church Council |
| ECWA | - | Evangelical Church of West Africa. |

## DEFINITION OF TERMS

The following terms are defined according to their use in this study.

CHILD ABUSE:

Ill treatment of growing individuals either by parents or guardians.

CRIME:

Any act of a young person which is morally bad and against the societal norms

EFFECTS:

Results of youths bad behaviours, attitudes, or actions which have consequences on the society and themselves.

JUVENILE DELINQUENCY:

Morally bad behaviour and actions embraced by young people as a way of life.

## Table of Contents


Title Page..... ii

Declaration..... iii

Certification..... iv

Dedication..... v

Acknowledgement..... vi

Abstract..... vii

List of Abbreviation..... x

Definition..... xi

Table of Content..... xii

Chapter 1: INTRODUCTION..... 1

1.1 Background to the Study..... 1

1.2 Statement of the Problem..... 4

1.3 Objectives of the Study..... 6

1.4 Hypothesis..... 7

1.5 Significance of the Study..... 7

1.6 Basic Assumptions..... 8

1.7 Delimitation of the Study..... 8

Chapter 2: REVIEW OF RELATED LITERATURE.. 10

2.1 Introduction..... 10

2.2 Characteristcs of the Adolescent..... 10

2.3 Problems of Adolescent..... 15

2.4 Causes of Juvenile Delinquency Among
The Youths in General..... 24

2.5 Kinds and Shades of Juvenile Delinquency 33

2.6 Effects of Juvenile Delinquency..... 43

2.7 Ways of Eliminating Juvenile Delinquency 46

2.8 Review of Related Studies..... 48

2.9 Summary..... 50

Chapter 3: RESEARCH DESIGN AND PROCEDURE. 52

3.1 Introduction..... 52

3.2 Research Design..... 52

3.3 Population of the Study..... 52

3.4 Sample..... 53

3.5 Sampling Procedure..... 53

3.6 Research Instruments..... 54

3.7 Validity and Reliability of the Instruments 55

3.8 Pilot Testing..... 55

3.9 Administration of Research Instruments.. 57

3.10 Data Analysis Procedure..... 58

3.11 Summary..... 58

Chapter 4: PRESENTATION AND ANALYSIS OF DATA 59

4.1 Introduction..... 59

4.2 Demographic Information..... 59

4.3 Answers to Research Questions..... 61

4.4 Testing of hypotheses..... 79

4.5 Summary..... 84

Chapter 5: SUMMARY, FINDINGS AND RECOMMENDATIONS 87

5.1 Introduction..... 87

5.2 Summary..... 87

5.3 Findings..... 88

5.4 Recommendations..... 89

5.5 Recommendations for Future Research..... 91

References..... 92

Appendix..... 96

CHAPTER 1

# INTRODUCTION

## 1.1 Background to the Study

Juvenile delinquency is a serious problem in many parts of the world. No parent wakes up in the morning and plan to make his child's life miserable. No parent says to himself "Today, I will shout, nag, and humiliate my child whenever possible" On the contrary, many parents resolve: "This is going to be a peaceful day. No shouting, no arguing and no fighting". Yet, in spite of good intentions, unwanted problems breaks out. Parents find themselves saying things they do not mean, in a tone they do not like.

Commenting on this issue, Beller (1973) and Donna (1996) stated that all parents want their children to be secure and happy. No one deliberately tries to make his child fearful, shy, inconsiderate or objectionable. yet in the process of growing up, many children acquire undesirable characteristics and fail to achieve a sense of security and an attitude of respect for themselves and others. In support of the above view the researcher has adduced added that while parents want their children to be polite, they are rude; neat, they are messy; responsible, they are irresponsible, why? These are questions that demand urgent answers if the future is to remain promiseable, because children are tomorrow's leaders in any society.

Parents are confronted with concrete problems of

juvenile delinquency that require specific solutions, they are often not helped by clinch advice such as giving the child more attention, time and showing him/her more love.

From observation, the term "Juvenile delinquency" is understood differently, Sardler (1992) explained that some people think that any boy or girl is delinquent who wears tight jeans, leather jackets, or unusual clothes, has a strange haircut, or uses odd sounding slangs. Based on the above statement, Coleman (1966) deduced that too many people call a boy or a girl a delinquent in the same way one would call a person a nasty name in a fit of anger. He added that this is not only inaccurate but highly unfair. Therefore he suggested that juvenile delinquents are boys or girls who have shown a pattern of breaking the law, whether they have been tried or not. He accurately pointed out that the term delinquent is inappropriate to describe a person who for one reason or the other breaks a rule only once, and unintentionally.

Furthermore, the legal age at which a person is considered a juvenile varies from society to society. Consequently, Hollistar (1969) stated that most states in the United States of America consider anyone under the age of 18 a juvenile. From observation, this is similar to what operates in Nigeria. He added that other states and most provinces of Canada consider anyone under the age of 16 a juvenile.

In their various research works, Abashiya (1992) and Mackeri (1993) observed that most of the time when a

juvenile is arrested, he is treated differently from an adult in the same circumstances. Mitterauer (1993) in support of the above view stated that some acts considered as crimes for juveniles are not considered crimes if committed by adults. Such acts are called status offence and include truancy from schools, drinking alcohol, and staying out after curfew in areas where there are curfews for juveniles.

Juvenile offenders are in need of help from the social welfare system rather than the juvenile justice system. Frank (1996) is of the opinion that most of these young people should be referred to social welfare agencies that can help then become good citizens. However, he added that some juvenile offenders should be sent to training schools or detention centres where there are facilities for housing criminals and those suspected of being criminals. Frank added that in the early 1980's about 500,000 juvenile were in jail in the United States of America. About 20 percent were held for status offence such as drinking or running away from home.

In the Nigerian society, Abashiya (1992) revealed that the destructive effects of juvenile delinquency in the Nigerian society are reflected in a number of various cases of youths protests and indisciplines, corruption, frauds, arson, larceny, burglary, aggravated assault and vandalism. This state of affairs has led to the popularity of articles, books, and magazines offering advice on how to solve the societal problems. Many well meaning citizens

believe firmly that the primary cause of societal problems is from the home, so solutions should be directed there.

In addition. since the introduction of Religious education (Islam and Christianity) into the Nigerian educational system as a means of building sound morals in youths, many writers, national daily newspapers and magazines have continued to report the existence, in an increasing manner, of those immoral activities, and other societal problems which promoted the introduction of religious education in the schools curriculum. For example, there have been reports of the continued and increased cases of indiscipline and occultism in educational institutions which have often led to students unrest. There are also reports of continued armed robbery, ethnic and religious riots, frauds, dishonesty, sexual abuse and many other acts of lawlessness.

Given the negative effects of these vices on human and material development of the nation, the researcher deemed it necessary to examine the causes and effects of juvenile delinquency, particularly in Madakiya District of Zangon Kataf Local Government Area, Kaduna State, Nigeria. The problem seems to be highly pronounced in this area.

## 1.2 Statement of the Problem

The aim of every nation is to groom its youths for the future. The pressing need for man-power resources explains the gigantic amount of money that the Federal Government spends annually on youth education. The New Nigerian

Newspaper (12th January 1998:16) revealed that the Federal Government of Nigeria allocated ₦150,000,000.00 to each states for educational purposes. Yet juvenile delinquency remains a disturbing fact to every Nigerian. This is particularly so to the people of Madakiya District of Zango Kataf Local Government Area, Kaduna State. Juvenile delinquency among youths in Madakiya District have caused a lot of inconveniences to individual families and communities in the local government. This explains the concerns and anxieties often expressed over the moral and societal behavioural of youths, the future leaders of this nation.

The concern for sound moral behaviour of youth is a genuine one, When one examines the moral behaviour of the youths in Madakiya District, one is alarmed at the standard of the morale that prevails among youths in the form of vandalism, drug-abuse, drunkenness, theft, sex laxity and dishonesty.

As far as the researcher can recollect, no study has been carried out in this field in Madakiya District, even with the increasing rate of juvenile delinquency prevalent there, could this be as result of the fact that Madakiya people are satisfied with the delinquent attitude of youths? or could it be that Madakiya people have adopted a wait-and-see attitude, hoping that everything will be alright? - a "time cure" therapy.

The rate of juvenile delinquency in Madakiya has been a matter of great concern for the researcher hence, the

reason for the research. The study will seek to answer the following fundamental questions:

a) What are the causes of juvenile delinquency among youths of Madakiya District?

b) What types of juvenile delinquency are prevalent among the youths of Madakiya District?

c) What are the effects of juvenile delinquency on the youths, and community of Madakiya District?

d) How can the problem of juvenile delinquency among youths in Madakiya District be checked?

## 1.3 Objectives of the Study

The following are the objectives of this study:-

a) To find out the causes of juvenile delinquency among youths in Madakiya District.

b) To find out the types of juvenile delinquency prevalent among the youths of Madakiya District.

c) To find out the effect of juvenile delinquency on the youths, and Madakiya District community.

d) To find out ways of checking juvenile delinquency among youths of Madakiya District.

## 1.4 Hypotheses

The following hypotheses are tested in this study:-

a) There is no significant difference between the opinions of the male and those of the female respondents on the causes of juvenile delinquency

among youths in Madakiya District.

b) There is no significant difference between the opinions of youths and those of the adults on the prevalent juvenile delinquency acts among youths in Madakiya District.

c) There is no significant difference between the opinions of the youths and those of the adults on the effects of delinquency on the youths of Madakiya District.

d) There is no significant difference between the opinions of the males and those of the females on the ways to check juvenile delinquency in Madakiya District.

## 1.5 Significance of the Study

a) It is hoped that this research would help to conscientise the youths on the consequence and how to avoid acts that lead to juvenile delinquency.

b) It is hoped that it would help counsellors and institutions like schools, homes, juvenile courts and reformatory centres in the handling and treatment of youths with such problems.

c) It is hoped that this study would be of benefit to other researchers who may wish to carry out similar studies in other communities.

## 1.6 Basic Assumptions

This study has the following basic assumptions:

a) It is assumed that the opinions of the adults and youths on the effects of juvenile delinquency among youths in Madakiya District are the same.

b) It is assumed that the agents of socialization (family, school, peer groups, and media) are not part of the cause of juvenile delinquency among the youths of Madakiya District.

c) It is assumed that all communities within the District have common prevalent delinquent acts.

## 1.7 Delimitation of the Study

*Since juvenile delinquency is a national problem, it* would have been a worthwhile exercise to find out the causes and effects of this phenomenon in every state of the Federation. But because each community has its peculiar causes and effects of the problem due to political, *religious, environmental, cultural and socio-economic* differences, the researcher could not involve many areas.

Based on the above reason the research was restricted to the youths of Madakiya District at Zango Kataf Local Government Area, Kaduna State. Even though other communities may equally benefit from this study, the findings and their applications are valid only for Madakiya District.

CHAPTER 2

# REVIEW OF RELATED LITERATURE

## 2.1 Introduction

In this chapter, the researcher has reviewed materials relevant to the subject, and the areas covered are as follows:-

- Characteristics of the Adolescent;
- Problems of Adolescence;
- Causes of juvenile delinquency among the youths in general;
- Kinds and shades of juvenile delinquency
- Effects of juvenile delinquency on youths and society;
- Ways of eliminating juvenile delinquency;
- Review of related studies
- Family relationships
- Neighbourhood conditions
- Summary.

## 2.2 Characteristic of Adolescent

Scholars such as Bier (1966) Mitterauer (1993), and Bolander (1986) defined adolescence as the period from the beginning of puberty to the attainment of maturity; the transitional stage during which the youth is becoming an adult man or woman. In addition, Muss (1975), Davis (1944), Beller (1973) and Benedict (1950), spoke of adolescence as beginning with the close, not with the initiation of

puberty. The period of adolescence is defined in terms of development in many different functions which may be reached at different times, hence, only conventional limits may be stated; 12-21 years for girls and 13-22 years for boys.

Furthermore, adolescence period has been divided into:-

a) Early adolescence, ages 11 - 13

b) Middle adolescence, ages 14 - 16

c) Late adolescence, ages 17 - 22.

**a) <u>Early Adolescence, Ages 11 - 13.</u>**

Scholars like Gordon (1962), Thornburg (1975) and Frank (1966) were of the view that at this stage of adolescence, various characteristics manifest such as:-

i) Forming new and more mature relationships with age-mates of both sexes.

ii) Achieving a masculine or famine social role.

iii) Confirming concepts and learning problems solving skills,

iv) Accepting one's physique and using the body effectively.

v) The need of independence from parents as well as from other adults are found at this stage of adolescence.

Commenting on early adolescence Gordon (1962) said that during pre-adolescence, most peer relationships are formed with members of the same sex including close friendships. He added that the pre-adolescents behaviour patterns are beginning to be shaped by peers. As such, he concluded that the behaviour patterns exhibited are often

what the pre-adolescent thinks the groups expects.

commenting on accepting one's physique and using the body effectively, Frank (1996) describes this stage as to "become proud of, at least, tolerant of one's body; to use and protect one's body effectively with personal satisfaction". Like Frank, Havishurst (1972) also comments, on achieving emotional independence from parents and other adults, achieving independence has always been difficult for adolescence, as they develop peer relationships, they exercise behavioural independence; but in so doing they often run into conflicts with parents and the adult world. He added that such conflicts are often generated when the adolescent's need to relinquish childhood ties with parents and to find sufficient independent behaviours that are not over powering.

With careful observation, Garrison (1960) narrated that the contemporary view of adolescence period encompasses ages 12 to 22 because of the involvement of youth in this age range in such behaviours as drug use, delinquency, sex, drunkenness and smoking. In addition, he said that their desire to imitate older adolescent models results from the influence of advertisement and the mass-media.

Based on the above views, the researcher observed that the early adolescent period is a very troublesome stage because it is the period that the adolescent experience most changes (physical and psychological) for the first time in life. Consequently, the adults should treat the

adolescent with love at this transitional stage.

b) **Middle adolescence, Age 14-16**

At this stage, Reiss (1967), Sadler (1997) and Havighurst (1972) stated that characteristics such as preparing for marriage and family life; selecting and preparing for an occupation, and acquiring a set of ethics as a guide to behaviour, manifest in adolescent of this stage.

In preparing adolescent for marriage and family life Reiss (1967) revealed that adolescents at this stage experience physical and emotional attraction to the opposite sex. And that as time goes on, attitudes towards sexual involvement, marital commitment, and child rearing emerge. Moreover, Bourgue (1996) observed that the adolescents of this stage, value system begins to form through the socio-psychological influence of the family. Throughout childhood the individual is educated in the parental values system.

Thomburg (1975) added that although adolescents may become disenchanted with the beliefs of their parents and society, they must either accept such values or find alternatives. Thus the adolescent accepts some parental values, reject others, and modifies others still. Gradually the adolescence develop a personal value system and a philosophy of life. Using his personal value system, the adolescence learns to resolve ambiguities and to accept himself as an individual.

c) Late Adolescence, Ages 17-19

At this stage, LeBoeut (1996) and Holloster (1969) believed that adolescents of this stage are developing social intelligence. They added that young people acquire civic intelligence through an understanding of what society gives to them and, in turn, what they may give to the society.

Scholars like Angeline and Mech (1955) were of the view that at adolescent period, the individual's intellectual capacity completes its development. They said this because throughout his elementary school experiences, the child develops simple concepts of logic and reasoning. These concepts, come about through assigning meaning to things within the environment, with the help of concrete props Angeline and Mech et al. added that the child learns to deduce and to solve problems. Therefore, they concluded that with the large acquisition of more varied concepts and with an increase in ability to solve problems, the preadolescent (age 11) develops the characteristics to perform mental operations abstractly, without the help of concrete props.

To complement Angeline's and Mech's (1955) views above, Torbet (1996) comments that by the time the individual reaches adolescence, he or she acquires the language skills necessary to think abstractly. Furthermore, the adolescent learns to think reflectively, to hypothesize, and to solve complex problems. At the same time, the adolescent expands his or her knowledge in

particular subject areas and applies academic skills to every day experiences. He therefore concluded that by 16 or 17, the adolescent has developed, through maturation, all of the components for thinking. He or she now has the capacity for adult thought in elementary form.

With these views the researcher realized that adolescent stage is a very crucial time in human's life. It is a time that needs serious attention on the adolescents because, it is at this time that a growing adolescent learns, amends and adds those things that will qualify him to live comfortably in his adulthood period.

## 2.3 Problems of Adolescence

The adolescent ego is confronted with new challenges; achieving independence, casting off old emotional ties and developing new ones. Both physiological and psychological events, during this time, present problems For the adolescent to deal with before reaching maturity. In the same way Beller (1973) and Landis (1952) held that adolescent problems increase due to several factors both physical and psychological. Purely physical changes associated with puberty require considerable accommodation psychologically: the rapid growth, the coordination associated with this growth, the sexual changes and the new dimension of life which this brings and the uneven hormone production resulting in great energy and mood variations. Each of the above physical changes they said, has it psychological counterpart; the anxieties associated with

physical changes.

Commenting on the problems of adolescence, Sigurdson and Gudjonson, 1996) and Bier (1966) who share the same views asserted that actions and attitudes, which in an adult would be considered symptomatic of severe emotional disturbance, are now understood by professional people and parents alike as being a normal part of what tumultuous period of life marking the transitional stage between childhood and adulthood, known as adolescence. They added that rebellious and provocative behaviour, isolation and withdrawal, extreme lethargy and apathy, peculiar ways of dressing, a bizarre and unintelligible language, peculiar obsessions and fads; all these are characteristics which could scarcely be tolerated in an adult, but they are now accepted, somewhat reluctantly and sadly by parents because such characteristics are inevitable at adolescent period.

It is sad, but true, that once a child has reached the age of twelve or fourteen parents can have very little influence on the formation and development of his/her conscience because the child is at his/her early stage of adolescent which is always problematic. Looking at this situation, Davis (1944) and Hollister (1969) held that it is important for parents to realize that now there must be a subtle and gradual change in attitude toward their offsprings. They added that there must be a shift from an emphasis on explanation, direct advice, clearly set limits on behaviour, and definite scheduling to one involving more freedom for the child in his own choices, expression of

confidence in the ability of the child to succeed on his own, and particularly a willingness on the part of the parent to let the child learn lessons by experience rather than from warnings and prohibitions from his mother and father. The researcher observed that view held by Davis (1944) and Holister (1969) are good for instilling good morals in children. Nevertheless, this method may be more applicable in advanced countries than in developing ones because of variation in traditional ways of child upbringing and culture.

Struggling for independence is a very serious adolescent problem. In the adolescent's struggle for independence he is bound to tread on some toes, and often the price of his freedom must be the kind of misunderstanding and disharmonies within a family which can be distressing and upsetting. Having the same view in mind. Raab (1959) and Cunningham (1996) affirmed that a teenage at one time will be defiant and rebellious, objecting to the slightest kind of parental control, and at another will act in a childish, immature way, demanding help and guidance from a parent who had been rudely criticized a few moments before for proffering just this kind of help. Raab and Cunnigham concluded that unfortunately, much of this adolescent rebellion is treated by parents with such intolerance that the child who is trying to become an adult is overwhelmed by so much guilt and remorse over his behaviour that his attempts to be independently aggressive are thwarted, and he is forced to comfort his parents by

curbing his natural instinct to be free of them.

Another serious problem in the life of adolescents is identity crisis. Hollister (1969) stated that in the adolescent's struggle for identification, he sometimes become shocked to find that there are people in the world who do not have the same standards and values which his parents have and that these people are respected and admired, both by his parents and by others. This often throws him into some degree of confusion. For many years he had looked up to his parents as the ones who had the final answer. It is surprising to find that many well placed people in the world believe that those things his/her parents said were wrong are quite right; it makes him wonder whether the things which he had been afraid to do in the past were really so bad after all, it encourages him to find new criteria for behaviour and to look within himself for a scale of values. This contributes to a state of "adolescent turmoil" a condition which may paralyze an individual so that he cannot become interested in anything or make progress in any direction, or it may consist simply of an inner questioning which is not disturbing enough to show on the outside.

Problems in academic work also affect adolescents. Dumphy (1963); Thornburg (1975) and Cunningham (1996) affirmed that emotional problems lying below the surface in this age group (adolescence) are often manifested by under-achievement in school. This is something which is certainly self-defeating and frustrating both to the student and his

parents but again does not fall into the category of psychiatric illness. However, exploration of the basic conflicts with an understanding teacher, priest or counsellor can often bring gratifying results in terms of improved school performance. Furthermore, Dumphy and Dunningham revealed that the simplest of these is preoccupation with other matters. A relationship with a loved one, the death of a member of the family, or financial difficulties may be occupying a lot of the student's mind when he tries to pick up a book or sit down to write a paper. Therefore, they suggested that the treatment for this sort of thing consists in helping the student ventilate the amount of concern he feels about this problem and effect some kind of resolution of the conflict if possible.

Conflict over sexual orientation is another strong problem of the adolescent. Landis (1952) said, conflict over sexual orientation as the development of the capacity of give and take love in a gratifying mutual relationship creates a serious problem in the adolescent. He added that in most adolescents the achievement of this requires resolution of some inner conflict between homosexual and heterosexual impulses. To Donna (1996), adolescence is a time when there is confusion about sex, probably because the first strong sexual impulse are felt at this time and seem to some degree fightening and mysterious.

In conclusion, Landis (1952:27) enumerated most common adolescent problems to include:-

a) Not being able to talk to people

b) Inability to develop self-confidence

c) Too much day dream

d) Having a desirable personality

e) Loss of temper

f) Wanting people to like him/her

g) Worrying too much

h) Being too nervous

i) Worried about his/her appearance

j) Being over-or under weight

k) Want to learn to dance

l) Having an inferiority complex

m) Not enough sleep

n) Shyness

o) Poor complexion

p) Control of emotions

q) Understanding self

r) Being left out of things

s) Not getting along with people

t) Not very attractive

The above listed adolescent problems have led many youths into delinquency as they struggled to satisfy them.

Psychological Problems

Scholars like Kessler (1966), Jesseiyn (19711) and Kleinmuntz (1974) were of the view that anxiety, frustration, and conflict which are psychological problems are part of the human condition, and every young person

will encounter some psychological problems in the course of his or her development. They emphasized that there is evidence that psychological problems are more frequent at certain ages than others. The periods 4 to 11 years (during childhood) and from 12 to 16 years (during adolescence) are periods of psychological problems. They further explained that each of these age periods represents in one way or another, a transitional stage wherein acceleration in physical or cognitive development, or rapid changes in parental expectations and general social demands give rise to temporary imbalances or maladaptation.

Lebra (1974) observed that in most instances, the emergence of these psychological problems appear to be linked in one way or another to the kind of rapid physical, physiological, sexual, and cognitive changes that take place in adolescence. He therefore concluded by saying that these psychological problems must be successfully dealt with in order to achieve a confidential sense of one's own identity as a whole. In support of Lebra's view on psychological problems, the researcher comments that as the adolescents undergo frequent changes (emotional and physical) in their development stages towards maturity psychological problems do arise which cause abnormalities (theft, drug addiction and disobedience).

Jacobs (1972) comments that anxiety is one of the psychological problems. He went on to say that the characteristics of anxiety are apprehension, fearfulness and tension which are often accompanied by psychosomatic

symptoms, physical illness due to emotional problems. He further stated that unlike normal fears, anxiety reactions may occur under any circumstance and are not restricted to specific situations or objects. With emphasis on anxiety he assures that every adolescent will inevitably encounter some degree of anxiety in the course of normal development. He therefore concluded that reactions due to anxiety are more common in adolescents than in middle childhood and their frequency appears to increase in the period between the onset of puberty and early adulthood.

Commenting on fear as another psychological problem, Minuchin (1974) asserted that fears are not restricted to any particular age groups. He added that the specific nature of fears, however, is often age related. For example, he explained that younger children are more likely to manifest fear of darkness, fear of strangers, fear of animals, or fear of the ghosts, than fear of facing a new peer group. He further stated that although young people may sometimes carry over one or another childhood fear unchanged into adolescence. It may be added that the adolescent may have fears relating to meeting new experiences like facing a new peer group, examination or taking a first job. Also common are fears relating to sexuality and to death.

**Physical Problems**

It has been observed that many adolescents have concerns related to their bodies and appearances. These are concerns related to obesity, less often to excessive

thinness, to height, to acne and other skin blemishes.

Commenting on physical problems, Stolz (1951) further reported that females may be worried about menstrual irregularity or lack of breast development; males about size of penis, breast enlargement and absence fascial hair, Stolz further reported that in their sample of normal adolescents, 7.5 percent of the boys were concerned about being too short and 27 percent were concerned with their physique (most often too thin and under development; occasionally being too fat); 13 percent of the females were concerned about height.

Bruch (1957) observed that concern about obesity, particularly among girls, is widespread during adolescence. He added that the causes of obesity are varied and complex. Genetics are clearly implicated, with obese parents being considerably more likely to have obese children.

Clifford (1971) states that the late-maturing boy is frequently anxious about being small. He may fear that the gods have decreed that he will forever be a puny individual unable to rub shoulders with the average man, On the early maturing boys fear that they will become tall, skinny freaks. About the girls Clifford stated that they fear that they will be too tall, late-maturing girls sometimes fear that they will never develop breasts, or that if they do, theirs will never be as big as the average woman's.

Grinder (1973) agreed that male adolescents are sometimes anxious about nocturnal emissions (wet dreams). Others are anxious about masturbation. The anxiety is

sometimes due to religious factors. In addition, some parents probably still lead children to believe that masturbation may result in importance, feable-mindedness, or insanity; or that, in the end, the entire organ will turn black and fall off as some form of primitive punishment. It has been observed that most girls do not masturbate as frequently as the boys. Consequently the average adolescent female is less anxious about masturbation.

## 2.4 Causes of Juvenile Delinquency Among the Youths in General

Many studies have been done in an effort to determine the causes of delinquency. The result of these investigations have shown that juvenile delinquency is caused by a number of factors. These causes have either been attributed to the agents of socialization or other factors within the community. To Davis (1944) the society is responsible, while Donna (1996) saw the family as the cause. Yet, Torbet (1996) pushed the blame to the school, while Havinghurst (1972) considered the casues as socio-economic. Blaine (1968) claimed that no one knows the exact reasons that some young people commit crimes and others, with similar background do not.

The above views on causes of juvenile delinquency have shown that the problem is so complex that there is no one cause. However, there are many factors that appear to contribute to the making of a juvenile offender.

a) **The Family (Home)**

The family, according to Anderson (1927) is the first and the primary socialization agent for the child and sets the foundation for behaviour patterns. Once a wrong behaviour patterns is set by the parents, the child is likely to be delinquent. Anderson therefore warned that children are to be taught morals and parents too should serve as models.

Bier (1966), having similar view as stated above said that it is the duty of parents to set good examples. Once these needs are not satisfied, the child is likely to be delinquent.

Contributing, Shure (1978) stated that the adolescents need parental love and guidance. He continues that an adolescent who feels rejected may become anxious or rebellious and resort to misbehaviour (drug-abuse, bullying and dishonesty) as a means of seeking love. He therefore warns that parents should resist anything that could lead to bad parent-child relationship.

The kind of home and family life that children have does seem to influence their behaviour outside the home. Agreeing with this fact, Newton (1972) asserted that many boys and girls who grow up in troubled home settings with parents who beat them, abuse alcohol or drugs, or are criminals themselves have become delinquents. He added that according to one report, many of the adults among the prison population suffered abuse when they were children.

Moreover, for many years the broken home caused by

separation, divorce or death of a parent, has been pointed to by many authors as one of the main causes of juvenile delinquency among youths. In a research, Irving (1972) came out with the fact that broken homes have a large percentage of delinquent youths. He further discovered that what leads youths from broken homes into delinquency are the problems that arise after the homes were broken. With a careful look at Irving's view above, one would agree that broken homes make it very difficult for one parent to meet the needs of the family alone as it was when the two parents were together. The issue of proper attention, discipline, and the needs of the children would be lacking. Consequently, most of the children from such homes are likely to become delinquents in order to meet their demands.

Therefore, Thom (1924) was right when he described the home as the "workshop in which the personality of the child is being developed and where the personalities of the parents would make up a very large extent the mental atmosphere in which the child has to live". Consequently, the faulty habits of a child are invariably due to the imitation of the bad examples in the home.

**b) <u>School</u>**

Although the school is an important place for moulding children's behaviour, yet, it has also been proved by many writers to be one of the factors responsible for juvenile delinquency. Agreeing with the above statement, Garrison (1960) explained that children spend a lot of time in school. If the school experience is a happy and positive

one, he says, children have a better chance to becoming good citizens. happy experiences at school give children good feelings about themselves. However, he concluded that a child who gets little praise or satisfaction from school may stop trying to succeed, and may even decide that misbehaving is one way to get attention from teachers and classmates.

In support of Garrison's view. Thornburg (1975) comments that sometimes children who are having trouble in learning and relating to other children,join with young people who have the same problems. They hold themselves apart from the rest of their schoolmates. often, he concluded this types of group creates mischief both in an outside the school.

Furthermore, Abashiya (1992) critically observed that the teachers are never any good example today. Instead, he said one finds teachers in a school befriending his student. This attitude of some teachers as stated by Abashiya is likely to create disobedience in the students toward their teachers.

Therefore, if there is a democratic and harmonious working relationship established between the students and teachers, the school will be a powerful means for preventing juvenile delinquency and for developing desirable and wholesome personality.

c) Peer Group

Apart from the family and the school, the peer group is another powerful factor that contributes greatly to the

problem of delinquency among the youths. Torbet (1996) in his study, discovered that peer group become very important and that studies have shown that teenagers, especially agree with and abide by the norms of the peers in contradiction to those of the parents. Torbet words could be true because most children spend more time with their peers than their parents. Thornmburg (1975) has emphasized the power of the peer group to cultivate behaviour patterns contrary to those of the family. But in reality, not all peer groups are in conflict with the family or the society in molding the child's attitude.

With a careful observation of the peer group. Shure (1978) confirmed that many children who get into trouble are influenced by other children of the same age. He added that children in the adolescent years are often strongly influenced by the actions of the their peer group. He therefore concluded that if the group is involved in crime, a young person may go along in order to be accepted.

Therefore, there is a need for a careful study of any peer group that one is about to be enrolled so as to avoid being mislead.

**d) Failure of the Government**

It is the duty of the government to extend its development to the rural areas by providing all necessary basic amenities and employment opportunities for the youths. This is why most youths in absence of jobs to earn their daily living, get themselves involved in various delinquent means by which to earn their living. Commenting,

on the government as a cause of juvenile delinquency, Bourgue (1976) said it is lack of employment and that when one is idle, especially the adolescent, he/she has to be aggressive, thus, indulging in delinquent activities. In addition to Bourgue's view, the researcher wants to add that lack of employment does not only affects the youths but also the adults and this gives birth to criminal activities.

Seeing the government as another factor that causes juvenile delinquency, Famcht (1975) argued that the government contributes to the delinquent acts of the youths when it fails to censor programmes being shown on the television screens. Such uncensored programmes he added, are destructive to the moral life of the youths.

Having studied the causes of juvenile delinquency and discovered that idleness is one of the causes, Gordon (1962) revealed that failure of the government to provide recreational facilities for the youths could be attributed as one of the reasons why most youths involve themselves in many dubious activities during their leisure hours.

From the above views, it is clear that government does contribute greatly to the problem of delinquency among youths particularly in the areas of employment and television programmes.

e) <u>Socio-Economic Factor</u>

Another factor that expose youths to delinquent activities is the socio-economic situation of the community. Beller (1973) maintained that crime is

distributed within the metropolitan areas according to well documented ecological variables. He added that crime rates are correlated with size of population, usually, the larger the city, the more the crime, this also indicates that the central areas of cities tend to have more crime than outlying districts. Davis (1944) in support of Beller's view above, added that, this does not mean that crime is intrinsically associated with economic and ethnic factors, but indicates that more criminals of a certain type are apprehended in urban areas with these characteristics (high population density).

Moreover, because of industrialization and increased urbanization, young people rush to urban areas in search of white collar jobs. Bourgue (1996) comments that this migration of the youths from villages to the towns tend to weaken the norms of conduct which are used to control people's behaviour. Bourgue's comment is in order because, the law enforcement agents in the big cities at time find it difficult to control the people because of inadequate facilities. This paves way for more criminal activities.

Donna (1996) added that in urban environment human relations are more depersonalized and anonymous. He further added that youths who leave their villages for towns without adequate supervision tend to do what they feel like, and, they use every means possible to earn their living. The youths who have no skills for any employment often fall into odd jobs, purposely to earn a living.

From the above views, it is very clear that the rate

of delinquency increases as population increases.

f) **Poverty**

Jersild (1975) identified poverty among the factors responsible for juvenile delinquency. Poverty usually means bad housing conditions and lack of suitable and adequate nutrition, low standard of hygiene in the home and also strain and stress in the family. Bourgue (1996) noted that poverty can also make it difficult for parents to provide their children with the essentials of life. The child living in condition of poverty with its restrictions will become frustrated and have difficulties in adjustment.

Douglas (1964) noted the cyclical nature of the problem of poverty and mental health, and quotes the reports of the American Joint Commission on Mental Health of Children, to the effect that there is a consistent correlation between poverty and a number of children's behaviour problems (theft).

Edge (1976) pointed out that poverty creates a sense of inferiority in a child. The child then may turn to lying about himself in the eyes of his contemporaries and even his teachers, purposely to be accepted.

Garrison (1960:460) in his research on poverty came out with the view that "poverty seems to bring with it or to include factors closely related to delinquent behaviour. We usually find crime, disease, ignorance, and vice associated with poverty" Torbet (1996, 34) expressed the same view when he said "poverty may cause a child to steal".

The above views have shown that some youths from poor homes could feel denied the comforts and luxuries that some of their companions enjoy. Consequently, they may use delinquent means to attain these comforts and luxuries.

g) **Drugs and Alcohol**

Many crimes committed by young people are related to the use of drugs and alcohol. Regarding this statement, Dunphy (1963) revealed that in many countries the use or possession of drugs or alcohol may itself be a crime, with resulting penalties ranging from fines to confinement in an institution.

With a careful observation of young drug addicts, Leboeur (1996) explained that under the influence of drugs, individuals may often do things they would not do ordinarily or otherwise. He further stated that most drugs are expensive and young people may commit crime in order to obtain the money to buy them. He also observed that many young people begin using drugs as a way to be accepted by their peer group. But often it becomes difficult to stop using the drugs. Sometimes years of treatment are required to overcome the effects of the drugs.

From the above, it would be concluded that crowded conditions in large cities can promote higher crime rates and the lack of family supervision can also cause delinquency. It is further observed that although no one can pinpoint the exact causes of juvenile crime, efforts have been made to eliminate it.

### 2.5.1 Kinds of Juvenile delinquency

a) Drug Addiction

Most delinquent acts carried out by youths today are related to the use of drugs and alcohol. Bruno (1992) in his research revealed that regular smoking commonly starts during adolescence. he statistically proved that in American community approximately 40 percent of males and 25 percent of females have the smoking habit by the time they are 17 or 18 years old. He listed some distinguishing features of adolescent smokers thus:

i) A majority of their peers smoke

ii) They belong to a group whose academic performance is not as high as a comparable group non smokers

iii) Their parents tend to be smokers.

Some of these young smokers use tobacco in form of cigarettes, chewing it or inhaling snuff. Having studied the danger of smoking, Sardler (1992) stated that tobacco contains nicotine (an oily, toxic alkaloid, and tars) which is a stimulant to the central nervous system and is physiologically addictive. He further explained that a large body of evidence suggests that the excessive use of tobacco is a causal factor, or a complicating one, in a number of diseases, including lung cancer, emphysema, and heart disease. From observation, it is easier to prevent smoking than it is to modify or break the smoking habit.

b) Alcohol Abuse in Adolescence.

Alcoholism is the improper or excessive consumption of

alcohol by young individuals. Bourgue (1996) in his research understood that such excessive consumption of alcohol by youths is associated with behaviours described as either self-defeating or self-destructive because of it devastative effect. In developed countries like America, Bruno (1992) confirmed that over one million adolescents abuse alcohol. Translated into percentages, this is about 3 to 4 percent of teenagers which could be applicable to Nigeria. Therefore, alcohol abuse among adolescence is a social problem of a substantial proportion.

Psychologists like Aneeline (1955) and Garrison (1960) observed some features associated with adolescent, alcohol consumption and these are:

i) Many teenagers who abuse alcohol begin doing so in early adolescence.

ii) The adolescent's own residence is the most common place where alcohol is consumed.

iii) Excessive drinking often takes place when socializing with friends.

iv) Alcohol is a complicating factor in many adolescents causing accidents and even deaths to those that drive.

v) Beer is consumed more often than the other alcoholic beverages.

vi) Alcohol abuse among adolescents has been on the rise in recent years.

Stressing their points, Aneline (1955) and Garrison (1960) revealed that psychological and social factors contribute to adolescent alcohol abuse and these include

parents who abuse alcohol, the belief that drinking will help one deal with life's problems, low self-esteem, the influence of friends, desire to be relieved from anxiety, the desire to have fun and the wish to take risk for excitement. Looking at these points critically, one would agree with the above observations made by Angeline and Garrison on factors contributing to adolescents' alcohol abuse because, a particular adolescent may be affected by one or several of these factors mentioned above.

**c) Truancy.**

Another type of delinquency commonly found among adolescents is truancy. It has to do with being absent from school without permission. Brune, (1992) distinguished between occasional truancy and chronic truancy. Occasional truancy is not a behavioural problem because most children decide to stay away from school for play at least once or twice in a term. Chronic truancy, on the other hand is a serious problem because it leads to a complete withdrawal from school. Unfortunately, chronic truancy seems to be on the rise in most societies and it affects most children in their various schools. Ali (1991) who investigated factors contributing to moral indiscipline among students in Mangu Area realised that pattern of chronic truancy often start in the elementary level of learning. The males are quite a bit more likely to be truants than are females. Laje (1993) in his research stated that the causal factors in truancy include lack of parental interest in school, single parent

household, lack of academic ability or preparation, boredom with uninteresting classes, a fear of threatening peers, and a wander lust truancy is a "child future killer disease" because it renders the child's future useless. In the long run the cost of this behaviour is higher than its short term pleasures.

d) **Stealing**

A habit commonly found among delinquent youths is stealing. It is the taking of some one else's property in a secretive, concealed way and without permission. The fact that stealing is secretive suggests that the offender knows that it is wrong. Ali (1991) listed some common examples of stealing among children and adolescents which include taking money from a parents' purse (wallet); taking toys, books, and articles of clothing from peers; taking various items from stores and stealing from people's farms.

Stealing could be situational or chronic oriented. Bourgue (1996) felt that it is important for parents and adults in positions of authority to distinguish between situational stealing and chronic stealing. Situational stealing takes place when a child experiences a particular need and is subjected to temptation. It does not suggest that the child has no moral sense at all that he or she will eventually become a delinquent or criminal. Many, perhaps most children will manifest situational stealing a few times, while they are growing up. Chronic stealing is habitual to those involved. The child or adolescent may look for, and set up, opportunities to steal. Causal

factors in chronic stealing include strong aggressive tendencies and desire to own items beyond the financial resources of the family. In psychoanalytic terms, the child who is a regular thief has an underdeveloped superego.

**e) Vandalism**

Vandalism which involves deliberate destruction of public properties by some unpatriotic citizens is sometimes referred to as malicious mischief. Ezekiel (1978) said that vandalism is mostly carried out by adolescents who are in higher institutions of learning. It is also considered by the youths as the most suitable means of forcing schools authorities or government to provide for their pressing needs. Typical acts of vandalism among youths include breaking of windows in schools, destroying school records, damaging school property such as desks and spoiling street and highway signs.

Vandalism is mostly carried out in group. Douglas (1964) stated that in the group of others, the youths do things they would not do if alone. Young people spend a great deal of their time with their friends and are strongly influenced by their peers. Hence excitement and daring as well as opportunity play a part in their destructive activities.

**f) Illicit Sex**

This is an illegal practice of sex outside marriage which is common among delinquent youths. Donna (1996) explained that illicit sex among youths leads to teenage unwanted pregnancies and early marriages. Teenage pregnancy

could be complicated and also leading to urinary track infection as well as pelvis contraction causing the problem of prolonged labour which at times leads to death. Abashiya (1992) confirmed that many adolescent females have become victims of illicit sex for any of these reasons: quest for money, fashion, employment; casual friendship and others raping. The problems of illicit sex among youths in most societies is on the increase. Blaine (1968) pointed to seductive books, pornographic films quest for money and young ladies' mode of dressing as some of the factors attracting young adolescents into illicit sex.

### 2.5.2 Shades of Juvenile Delinquency

Since juvenile delinquencies are antisocial behaviours carried out by delinquent children and youths, it therefore means that such antisocial activities have some shades under which they are conveniently carried out because are unacceptable socially. Scholars like Blaine (1968), Irving (1972), Mackeri (1993) and Donna (1996) confirmed that gangs, peer groups and highly populated areas could be good shades for delinquent activities.

a) Gang:

Blaine (1968) and Mackeri (1993) stated that a gang refers to children or adolescents who have common interests and often has antisocial connotations. They further revealed that a gang is a harbouring place for delinquent youths because a lot of delinquent activities like vandalism aggravated assault, arson, burglary, larceny,

robbery, raping and taking of illicit drugs are mostly carried out in a gangs. After a careful study of a gang, Donna (1996) came out with some reasons why adolescents long for gang membership,thus:-

i) The need for new experiences, shared interests and ideas.

ii) The need to poses, own and control.

iii) The need for status in the neighbourhood and community in which one lives.

iv) The need for protection from real or fantasized threat.

v) The need to have an impersonal medium through which to rebel against the environment, both physically and socially; to deal with and express fears, anxieties, and insecurities as well as feelings of hostility, aggression and anger.

iv) The need to identify with something in the subculture which symbolizes culture, authority, and prestige.

Since a gang consist of people with common interests, it is only natural that one will expect it to have a leader. Donna (1996) has revealed that a gang leader has a veto power to refuse, prohibit or postpone, over his subordinate. The differences that exist in various forms of gangs prompted Donna to explain that street corner gangs differ from secondary school crowd because the former is usually unisexual and demand a higher standard of loyalty from its members and places emphasis upon secrecy and physical prowess. It comes into conflict with the law and

imposes more drastic penalties for disloyalty upon members.

Raab (1957) in his book the major social problem stressed that these adolescents are confronted with special deprivation such as; material inadequacies, associated with low socio-economic status like low standard of housing, food, clothing, recreation, economic security and educational opportunity, restricted social mobility, limited access to the more desirable vocational pursuit. They also suffer from exclusion from the dominant peer-group of school and church which provide other adolescents with social identity and interim status and exposure to snobbishness and patronizing attitude of respectable society. As such they use power and a measure of aggressive revenge against the society and those that reject them. Nevertheless, these adolescent gangs disintegrate as their members approach adulthood (raising a family) and earning a livelihood.

b) Peer Groups

A convenient shade under which delinquent activities are sometimes carried out is the peer group. It is a group of individuals who share common features such as age, sex, intelligence level or social status. Coleman (1966) asserted that many children who get into trouble are influenced by other children of the same age. Children in the adolescent years are often strongly influenced by the actions of their peer group. If the peer group is involved in crime, a young person may go along in order to be accepted and liked.

According to Sardler (1992), peer group becomes a significant factor in development when a child starts elementary school, and it continues to be of importance, throughout primary and secondary schools. The impact of the parents on the child's development is paramount in pre-school years only. This is because the child spends most of his time with his parents than in the school. At primary and secondary school levels of education, peer groups often appear to exert more power to shape the behaviour and attitudes of adolescents than the parents.

Having observed the consequences of taking over control of youths from parents by peer groups, Ezekiel (1978) said that choices made in regard to drug and alcohol use, sex activity, music and mode of dress are heavily under the influence of peer groups. It should be noted that most adolescents spend substantially more time interacting with their peers than with their parents. Also, adolescents want to be accepted and well liked, consequently they often conform to peer-group values even if these are sometimes odds with parental values.

**c) <u>Highly Populated Areas</u>**

Highly populated areas have also been proven by many researchers to be shades for juvenile criminal activities. Torbet (1996) in his research on violent juvenile crimes, exposed that crime rates are directly proportional to population size. Usually, the larger the city the more the crime rate. Bourgue (1996) observed that industrialization which has led to migration of young school leavers from

villages to cities in search for white collar jobs and over concentration of social amenities in the urban areas have led to high population density in cities. Once the job opportunities and available social amenities cannot go round the population in the cities, some of the impatient youths will resort to illicit means (robbery, larceny, burglary, aggravated assault, vandalism, arson and illicit sex) to earn a living. This state of living often leads to lawlessness and insecurity of live and property in cities.

Agreeing with the fact that cities are breeding grounds for delinquent activities, Davis (1944) maintained that violence committed by gangs is so extensive in some large cities that it has become a major problem. He therefore concluded that a child who lives in a city where gangs rule the streets is more likely to become involved in crime than one who lives in a small town or rural area where there is less gang activity.

## 2.6 Effects of Juvenile Delinquency on Society

### a) Life of Fear and Panicking

Ezekiel (1978) comments that since the end of the Nigerian civil war in 1970, the police and the public have been overwhelmed by the inexorable rise in the incidence of youth crime in the country. He added that the resources of the police force, school authorities, social welfare and religious institutions have proved vastly inadequate in combating violent crimes so much so that in most urban areas of the country, residential building have been

virtually turned into prisons. Ringed walls and steel burglary proofs use by people to protect their homes are clear indications of the loss of confidence in police and law enforcement authority to prevent their lives and property from the hands of the young criminals living in the same community with them.

Okonji (1972) narrated the impact of juvenile delinquency that the young armed robbers have become more daring especially in attacking private car owners on major roads. He added that armed robbery is the menace which has kept the nation under siege since the civil war ended in 1970. He further stated that the more these robbers are caught, tried and publicly executed, the more they seem to increase in number. He concluded that each day those young armed robbers seem to employ a new device to trick the police and the populace also they have more sophisticated weapons which they use against the police.

Ezekiel (1978) explained that the teenage robbers do not only steal cars, they also break into people's houses when they know that the residents have gone to work. They carry electrical appliances like radio, stereo, fans and irons. These residents are usually alarmed when they come back home to discover the theft.

The effects of Juvenile delinquency is also felt in schools. Abaghiwa (1992) stated that teachers no longer

that the same problem is obtained at home where the parents do not have the courage to discuss their children's deviant activities. He concluded that whenever the parents try to point out any fault, these children pounce on the parents and beat them up, spit at them and call them names like "old cows" 'bitch" or "junky".

b) **Breakdown or Societal Norms**

Shure (1978) in his research work confirmed that the 13 to 21 years youngsters are the rebellious lot. They are at the age when youths shun too much parental control and regard themselves as young adults. Society's response to this protest has been inept. Consequently, Ezekiel (1978) explained that the youths have moved out, ready and willing to exclude themselves from the society. They are unable to abide by the society's culture, they fashion out their own language, music and mode of dressing. He added that their dressing is riotous. Reflecting neither taste nor human appreciation nor beauty. They do not dress to impress but to protest.

Mackeri (1993) in support of the above view stated that their language is a jargon of nonsense. Comprehensible to themselves alone. They do not speak to demonstrate their culture but kick against alienation. They use such words as "fuck, damn, bull shit, goddamn facking". It is annoying when one hears these youths makes such statements.

Mackeri (1993) continued that these teenagers deliberately avoid most things that are conventional in the society. They no longer say good morning to parents and

other relations when they wake up in the morning. They no longer attend to house chores which is expected of them in the family. They no longer help parents in the farm. The parents see this as a breakdown of the norms of their society which state that the child should help his parents at home, with whom they did not get along or who were inconsistent in their patterns of discipline and punishment. Mackeri's and Leboeur's finding that family relationships some times cause juvenile delinquency are related to these findings. This researcher has also discovered that in a family, the child who learns to accept authority comfortably is rarely in any delinquent difficulty. The child who is delinquent, in almost every case, has undergone great difficulty in his developmental years in learning to accept and adjust to parental authority.

## 2.7 Ways of Eliminating Juvenile Delinquency

Many efforts have been made to develop programme of delinquency prevention. Some programmes provide counselling services to youths who appear to be on the way of becoming delinquents. Other programmes draw youngsters into clubs and recreational centres in an effort to keep them away from situations in which delinquency is likely to occur.

Having understood that juvenile delinquency is a worldwide problem that requires collective effort to contain, Frank (1996) suggested that delinquency might be reduced if everybody in the community were to work hard to

make the community a better place to live in. He said in some countries, groups of citizens are appointed to make a special effort to help delinquent children. One of such groups in England is a voluntary organization called the Citizens Advice Bureau.

For those juveniles who have already become delinquent Bier (1966) and Lebra (1974) stated that there are programmes designed to prevent them from committing future delinquent acts. Probation services are offered through juvenile courts in an effort to provide guidance for delinquency children. The more progressive institutions for juveniles attempt to provide treatment programmes like work experience, counselling, education, and group therapy for offenders. However, many other institutions provide little more than protective custody for juvenile delinquents.

Children that have not yet become delinquent in some communities, Leboeuf (1996) revealed that they are involved in programmes that could divert their attention from crime. These programmes build children's interest in constructive athletic and after school activities that attempt to divert the child from participating in criminal activities.

Juvenile courts have been found very vital in restoring juvenile delinquents back to conformity. In support of this fact, Cunnigham (1996) explained that the court tried to determine how best to help the young person become an upstanding citizen to the community. The court can choose to send the offender to a group home, detention center, or training school, or to a forestry or ranch camp

for rehabilitation. In some cases the court may decide that the delinquent can return to his home and remain on probation. To be on probation means that the person must report to court officials on a regular basis and those officials must monitor the person's behaviour.

As a way out of the problems, Shure (1978) contributed that the best way to prevent delinquency is to make it possible for all children to make the best use of their talents. When a child first shows signs of failure, the family and community must try to be of help. It is important to remember that most children are not delinquents and it is also vital to realise that juvenile offender can be helped to become good citizens.

## 2.8 Review of Related Studies

From the review of related studies the researcher has confirmed that many studies have been done in order to determine the causes of delinquency. Most of these studies have focused on family relationship or on neighbourhood or community conditions. The results of these investigations have shown that it is doubtful if any child becomes a delinquent for any single reason.

**a) Neighbourhood Condition**

Laje (1993) and Bourgue (1996) in their different research works at Pengana Chiefdom in Plateau State and Washington United States of America respectively, showed that delinquency rates are above average in the poorest sections of cities. Such areas have many broken homes and

a high rate of alcoholism. They also have poor schools, high unemployment, few recreational facilities, and high crime rates. The researcher's findings agree with that of Laje and Bourgue in the sense that once a child's neighbourhood condition is corruptible, the child is most likely to be delinquent.

Another study carried out by Ali (1991) in Mangu Area of Plateau State has revealed that many young people see delinquency as their only escape from boredom, poverty and other problems. This view agrees with this research work for the fact that most youths use delinquent means to acquire things that they are not able to get through peaceful or respectable channel.

Coleman (1966) a psychologist has also studied the influence of other youngsters on those who engage in delinquent activities. He pointed out that most youngster who engage in delinquent acts do so with other juvenile and often in organised gangs.

In another study on moral decadence in Nigerian society, Odunze (1983) revealed that the effect of juvenile delinquency had extended from delinquents to a whole society. He added that delinquency has tended to be higher among the low-income groups than in societies where most people are well-to-do. He also confirmed that the pain of being poor and living in slum conditions is felt more strongly in rich societies than in poor ones. The researcher has discovered that some people become delinquents because of the condition they have found

themselves. The poor people living among the rich ones are sometimes attracted by such riches, as such the uncontented poor use delinquent means to acquire such riches.

**b) Family Relationships**

Family relationships, especially that between parents and children, has been the focus of several studies on juvenile delinquency, Surdler (1992) in his study comparing delinquent and non-delinquent brothers at California showed that over 90 percent of the delinquents had unhappy homes and felt discontented with their life circumstances. Only 13 percent of their brothers felt this way.

This study has contributed to the body of knowledge reviewed because it has compared the causes and effects of juvenile delinquency among youths as found in other works. This comparison of other researchers views has helped this researcher immensely in solving the problem at hand.

## 2.9 summary

The literature review has revealed what other writers have said about the causes and effects of juvenile delinquency among youths. It has also shown that though the agencies of socialization (home, school, media and peer group) are very important in educating the youths, yet, some of these agencies can also be factors responsible for juvenile delinquency as well. Other factors like broken home, poverty and influences of economic constraints in the home are also seen as possible causes of delinquency. The review of literature has also shown that the effect of juvenile delinquency is so serious that it affects not only the youths but also the community as a whole.

Most findings have shown that adolescent period is very troublesome because it is a transitional and developmental stage in a young individual life. At this stage, the adolescent experiences both physical and psychological changes for the first time in life. Consequently, adolescents need special assistance, at this vital period of their lives, so as to avoid being delinquent.

Other related studies reviewed by the researcher have also shown that bad family relationships, bad neighbourhood and community congestion are other factors that paved way for juvenile delinquency in many homes and settlements.

CHAPTER 3

# RESEARCH DESIGN AND PROCEDURE

## 3.1 Introduction

This chapter discusses the methodology of the research. It also describes the research population, the sample for the study, the research technique followed in gathering data, and how the data collected was analyzed.

## 3.2 Research Design

The research used non-experimental research design for this study. The design involved sampling from the target population of study and generalizing the findings obtained from analysis of the sampled data. The researcher adopted the non-experimental design because the research method was a survey. Therefore, for this study the views of youths and adults respondents were sought.

## 3.3 Population of the Study

The population for this study consisted of all youths and adults of Madakiya District in Zango Kataf Local Government Area, Kaduna State.

The population of all youths and adults in Madakiya District was not known because records were not kept in the Local Government Office nor in the District office.

## 3.4 Sample

Youths and adults in Madakiya District were sampled

for the study. A total sample size of 280 was selected from the target population of youths and adults.

### 3.5 Sampling Procedure

Purposive sampling process was used to obtain the number of respondents needed for the study. The researcher adopted the purposive sampling method because the population of youths and adults was not known by the researcher due to lack of demographic information on youths and adults of Madakiya District in the District office and other government offices.

The researcher saw the annual meeting day of the Madakiya District community as a convenient day and place for meeting his target population. This eased the selection of the required sample size because, people from all parts and nooks of the District were well represented.

Table 3.1: The Distribution of Respondents

| Variables | | Respondents | Total | Percentage |
|---|---|---|---|---|
| Sex | Males | 140 | | |
| | Females | 140 | 280 | 100 |
| Social Status | Adults | 140 | | |
| | Youths | 140 | 280 | 100 |

Table 3.1 above indicates that the researcher used equal number of people from each of the groups as his sample. This equal representation of respondents was to grant equal opportunity to the categories of respondents involved in the study and also avoid being biased.

### 3.6 Research Instrument

A single type of questionnaire was used for collecting data for this study. In order to solicit free responses and avoid bias, provision for the names of the respondents was not required. Other necessary information required were age and sex of the respondents.

Section 'B' of the instrument consisted of scaled response questions which were designed in form of agreed, disagreed, and neutral. The questions in this section aimed at the causes of juvenile delinquency among youths in Madakiya District.

Section 'C' of the instrument consisted of questions designed in the same manner as in section 'B'. These questions aimed at the prevalent delinquent acts among youths in Madakiya District.

Section 'D' of the instrument was designed in likewise manner as found in section 'C'. It aimed at the effects of delinquency on youths in Madakiya district.

Section 'E' of the instrument was designed in the same manner as in previous sections. These questions were aimed at providing solutions to the problem (juvenile delinquency).

### 3.7 Validity and Reliability of the Instrument

If an instrument must produce its desired result, its validity and reliability must be ascertained. To test the validity of the instrument, the help of the thesis supervisors and statisticians was sought. They helped in

checking if the test items in the instrument were concerned with all aspects of the research (content validity). They also helped in ascertaining that the grammar and especially, the pronouns used in the test items were correct (facial validity).

To test the reliability of the instrument the researcher depended on the conclusion drawn from his pilot testing and the advise of his supervisors.

### 3.8 Validity and Reliability of the Instrument

The researcher carried out a pilot test at Zitti town in Madakiya District. This town was not among the towns intended for this study, it was only used for the purpose of this pilot test. The researcher sought for permission from the traditional ruler of the town for the purpose of this pilot test. The researcher also sought for a suitable date to administer the questionnaire, so as to avoid inconveniencing the target population that the traditional ruler of the town had earlier promised to mobilise for the pilot test.

On the agreed date, the researcher went and met seventy people waiting. The researcher applied balloting method to select 40 respondents (adults and youths).

To avoid being biased in the selection, the researcher cut 70 pieces of papers equivalent to the gathered population. On 40 pieces of the papers, he wrote "yes' while on the remaining 30 pieces of papers, he wrote "No'. Thirty-five ballot papers containing 20 "yes' were randomly

distributed to male respondents (adults and youths), the same number was distributed to female respondents (adults and youths). Those that picked the 40 pieces of papers containing yes were used for the test. Questionnaire were then distributed and explained to the forty chosen respondents. The researcher waited and collected all the completed questionnaires from respondents.

The researcher had verbal discussions with some of the respondents to find out about the clarity and the level of difficulty of the test items. All those that the researcher discussed with, expression their feelings of satisfaction with the questionnaire. The feeling of satisfaction was presumed to mean that the test items were good. The pilot testing questionnaires were again subjected to a reliability test in order to determine the internal consistency and validity. The statistical method for the social sciences was used for this analysis with the Gültman Split-half procedure. The result showed a reliable coefficient of 0.9909. According to Normar (1975), this implies that the instrument used in the test was highly reliable since the closer to the one the reliability coefficient is the more reliable the instrument is considered.

### 3.9 Administration of Research Instrument

In order to select 280 youth and adult respondents from the total youths and adults in Madakiya District to respond to the questionnaires, the researcher sought the

approval of the traditional ruler of the District, subsequently the annual meeting day of the District citizens was allowed to be used for the exercise. The researcher went and administered the questionnaire on the arranged date to the target populace.

The researcher distributed 280 copies of questionnaires to 280 respondents in Madakiya District thus: 140 copies of questionnaires were distributed to 140 adults (males and females) and the same number was distributed to the youths (males and females). After distributing the questionnaires, the researcher requested that completed questionnaires should be returned either to him or the various village heads of the District for easy collection.

Some questionnaires were returned directly to the researcher while several visits were made by the researcher to each village head in the District to collect the remaining questionnaires brought to them as requested. Two hundred and eighty questionnaires were distributed all together to two hundred and eighty respondents in Madakiya District. Out of the number (280) distributed, two hundred and sixty (92.86%) were completed and returned. Out of the number (260) that was returned, only two hundred and nineteen (78.21%) were declared useable. Thus, sixty one (21.79%) questionnaire were declared wasted and unusable due to poor completion and loss.

The number of questionnaire usable after collection from respondents was more than fifty percent of the

questionnaire distributed, as such, was considered reliable. Roscoe (1969) stated that a return of fifty percent of questionnaire could be used. Since this study had the number above fifty, it was considered adequate.

### 3.10 Data Analysis Procedure

First, the responses were presented in frequencies distribution and percentages,these showed the numbers and percentages of people that responded to each item. "T_test" statistical method was used to measure the data collected. The tests compared the opinions of the groups involved in this study. The 0.05 level of statistical significance was chosen for acceptance or rejection of null hypothesis.

### 3.11 Summary

This chapter describes the researcher's procedure and methodology. Questionnaire was the major research instrument for data collection from respondents, "T_test" statistical methods was used to measure the data collected. The tests compared the opinions of the groups involved in the study. the 0.05 level of statistical significance was chosen for acceptance or rejection of null hypothesis.

CHAPTER 4

## PRESENTATION AND ANALYSIS OF DATA

### 4.1 Introduction

In this chapter, the information gathered in the course of this study through questionnaire are reported. The findings of the data collected are analysed and evaluated. Moreover, answers are provided to the research questions raised in the first chapter and hypotheses formulated for this study are tested.

### 4.2 Demographic

As earlier stated in chapter three (section 9) of this work 280 copies of questionnaire were distributed to respondents. Out of the copies of questionnaire distributed only 260 copies were returned. Out of the number returned, only 219 copies were properly completed and were used for the research analysis presented below:

Table 4.1 Distribution and Collection of Questionnaires.

| | Adults | | Youths | | | |
|---|---|---|---|---|---|---|
| Variables | Males | Females | Males | Females | Total | % |
| No Distributed | 70 | 70 | 70 | 70 | 280 | 100 |
| No. Returned | 64 | 68 | 65 | 63 | 260 | 92.9 |
| No wasted | 6 | 2 | 5 | 7 | 20 | 7.14 |
| No. Useable | 50 | 56 | 59 | 54 | 219 | 78.2 |

Table 4.1 above indicates that 280 questionnaire were

distributed to 280 respondents in Madakiya District. Out of the number distributed, 140 questionnaires were equally distributed to 140 adults (males and females). The same number (140) of questionnaires were equally distributed to youths (males and females). Two hundred and sixty (92.86) questionnaires out of the total distributed were returned. This shows that 20 (7.14%), questionnaires were declared wasted due to improper completion, loss and refusal by some respondents to return the questionnaire.

The table also reveals that only 219 (78.21%) o f the total (280) questionnaires distributed were usable for this study. Therefore the analysis was done based on the information obtained from the 219 questionnaires that were properly completed.

| S/No | Variables<br>Age | Respondence | % |
|---|---|---|---|
| 1 | A Adults (Above 30) | 106 | 48.405 |
| | B Youths (Below 30) | 113 | 51.60 |
| | Total | 219 | 100 |
| 2 | Gender | | |
| | A Male | 109 | 49.77 |
| | B. Female | 110 | 50.23 |
| | Total | 219 | 100 |

Table 4.1 item 1.A shows that 106 (48.40%) adults (above 30) properly completed and returned the questionnaire administered to them. Item 1B shows that 113 (51.60%) youths also properly completed and returned the questionnaire administered to them. This set of people were

below the age of 30 years. The researcher administered equal number of questionnaire (140 each) to the adult and youth respondents. The lopsidedness in the number of the copies from the adults and the youths, finally used for this study resulted from the failure of some people to return the questionnaire administered to them or from poor completion of the questionnaire of which the researcher had no control as respondents were given free hand. As table 4.1 shows, more youths than adults responded. It is still possible to imply here that the respondents used in this study effectively represented the age groups of their community.

table 4.1 further shows that more female (f = 110, % = 50.23) responded properly to the administered questionnaire than males (f = 109, % = 49.77). The researcher administered equal number of questionnaire (140 each) to each gender. Since the difference in the number of those who returned their questionnaire between males and females is insignificant (one person only), one can conclude that the respondents adequately represented their society.

## 4.3 Answers to Research Questions

Section 1.2 in chapter one of this work, the researcher asked four questions to which answers are provided in this chapter. He also discussed these findings in the light of the writings of other scholars.

Table 4.2 Responses on possible causes of juvenile Delinquency among Youths of Madakiya District.

| S/No | Item | RESPONSES | | | | Ranking |
|---|---|---|---|---|---|---|
| | | Yes | No | Neutral | Total | |
| 1 | A child takes advise from others if his parents refuse to attend to his inquires | 100 | --- | --- | 100 | 1 |
| 2 | Child abuse leads to psychological problems | 98.1 | 0.5 | 1.4 | 100 | 2 |
| 3 | Bad peer group leads members to delinquency | 96.3 | 1.4 | 2.3 | 100 | 3 |
| 4 | A child becomes a gangster if he lacks proper home training from childhood | 95.9 | 2.3 | 1.8 | 100 | 4 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 5 | Exposing a child to pornographic and crime/violent films leads to anti social behaviour | 95.9 | 1.4 | 2.7 | 100 | 5 |
| 6 | A morally corrupt teacher leads a child to delinquency | 95.9 | 2.7 | 1.4 | 100 | 6 |
| 7 | Deprivation of needs leads a child to stealing | 95.9 | 2.7 | 1.4 | 100 | 6 |
| 8 | Drunken parents influence their children to be drunkards | 94.5 | 3.7 | 1.8 | 100 | 8 |
| 9 | Lack of adequate and effective rule in a community leads to juvenile delinquency | 92.2 | 5.5 | 2.3 | 100 | 9 |
| 10 | Provocation of a child leads to disobedience | 91.8 | 5.9 | 2.3 | 100 | 10 |
| 11 | Parent quarrelling in the presence of their child influences him/her to be bully | 91.2 | 5.6 | 3.2 | 100 | 11 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 12 | A child becomes spoilt and inconsiderate if given every thing without control | 90.0 | 9.1 | 0.9 | 100 | 12 |
| 13 | Deprivation of what one's mates have leads to inferiority | 90.0 | 6.4 | 3.6 | 100 | 13 |
| 14 | A broken home causes incomplete upbringing of a child leading to juvenile delinquency | 88.1 | 9.6 | 2.3 | 100 | 14 |
| 15 | Lack of strict surveillance of students in school leads to anti-social behaviour | 87.7 | 9.1 | 3.2 | 100 | 15 |
| 16 | Discrimination of a child leads him to anti-social behaviour | 87.7 | 9.6 | 2.2 | 100 | 16 |
| 17 | Paying less attention to children in worship places encourages juvenile delinquency | 88.9 | 12.7 | 1.4 | 100 | 17 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 18 | Interference with all a child does leads him to disrespectful attitude | 79.4 | 15.5 | 5.1 | 100 | 18 |
| 19 | Crave for certificates by "short-cuts" leads to exam malpractice and forgery of results | 73.5 | 21.5 | 5.9 | 100 | 19 |

Table 4.2 is extracted from section B of the administered questionnaire (see appendix). The table shows that the responses of the society to the questions asked them in the administered questionnaire, on what they perceived to be the commonest causes of juvenile delinquency. For easy explaination of the data collected on this issue, the positive responses of society are ranked according to the order of their positive agreement. They are discussed accordingly by the researcher. In all the discussions the researcher only compared the positive with the negative responses he received on each item. The neutral responses are not considered because they are qualitative rather than quantitative.

Table 4.2 shows that the respondents overwhelmingly agreed (yes: % 100: No: % = 0) (item one) that the failure of parents to answer questions asked them by their children

often make such children to seek answers from wrong quarters. Those parents willing to answer their children's questions only give answers that often lead the children to bad company and delinquent behaviour.

Scholars such as Newton (1979) and Shure (1978) had earlier made similar findings. They identified lack of parental guidance as a cause of juvenile delinquency. Irving (1972) pointed out that in a broken home, a child is denied the guidance he needs from his parents. There are questions which a girl would want to ask only her mother, when her mother is not around, she seeks such answers from elsewhere outside from the home. The same thing happens to a boy. The result is often negative.

Again, most respondents agreed (yes: % = 98.1, No: % = 0.05) (item two) that child abuse causes psychological problems in children. Sardler (1992) explained that a child who is abused by his parents by refusing to provide him with food, and other essential needs of life can hardly escape being a delinquent. Child abuse could make a child feel worthless and rejected all his life.

Most respondents also pointed out that the children who associate with bad peer groups would end up as delinquents. Item three shows that most respondents agreed (yes: % = 96.3: No: % = 1.4) with the above view. Torbet (1996) emphasized that many children who get into trouble are influenced by their peer groups.

The view that a child becomes a gangster if his parents do not teach him good manners from childhood was

accepted by most respondents as a cause of juvenile delinquency in Madakiya District. Item four reveals that most of the respondents agreed (yes: % = 95.9; No: % = 2.3) with this view. Jerlid (1975) revealed that a child who grows in a family where there are rules governing property grows to respect these and naturally would avoid stealing. Leaving a child to behave as he wants in most cases results to child delinquency.

Item five shows that majority of the respondents agreed (Yes: % = 25.9; No: % = 1.4) that exposing a child to pornographic, crime or violet films leads him to cultivating anti-social behaviour. Femcht (1975) confirmed that uncensored television programmes shown on screens are destructive to moral life of youths. Raab (1959) in agreement with the above view asserted that radio, television, movies, comic books and newspapers contribute to child delinquency by glorifying, overemphasizing and giving instruction in crime. This is a fact which can be seen in the media today.

Item six of the above table also revealed that most of the respondents agreed (Yes: % = 95.9; No: % = 2.7) that morally corrupt teachers lead many children into delinquent activities. Abashiya (1972) lamented that teachers are not good examples today, instead, one finds a male teacher in a school befriending his female student(s). This attitude could create disobedience in the students toward their teachers. With emphasis, Mackeri (1993) revealed that truth and honesty cannot be taught in schools today because

most of the teachers are not truthful or honest in themselves. The pupils in this regard have grown with the habit of emulating the teacher.

Item seven of the table above shows that most respondents agreed (Yes: % = 95.4; No: % 2.7) that deprivation of needs leads to stealing, among the youths. Thom (1974) narrated that when a child is refused some basic necessities (food, clothing and shelter) of life, he/she can hardly escape being a delinquent. This explains the danger involved in depriving a child his needs at the scheduled time.

The table also reveals that most respondents held (Yes: % = 94.5; No: = 3.7) (item eight that drunken parents influence their children to be drunkards. Bier (1966) asserted that the child who has drunken parent(s) could likely become a drunkard through imitation.

Most respondents to item nine of the table 4.2 agreed (Yes: % = 92.2; No: % 5.5)_ that inadequate and ineffective rules in a community lead to juvenile delinquency. Newton (1972) confirmed that through good rules children are made to know the attitudes and values which are held as good in their society and which they have to observe, if they are to function as respectable individuals in that society. This necessitates the need for each community to effect its rules without favour.

More than half of the respondents agreed (Yes: % =91.8;
No: % 5.9) (item 10) that provocation of a child leads to

disobedience. In addition, item 11 revealed that almost all the respondents agreed (yes: % 91.8; No: % =5.0 that parents quarrelling in the presence of their children, influence them to be bullies. Anderson (1927) in support of this view, revealed that once a wrong behaviour pattern is set through bad example by the parents, the children are likely to be delinquents. More to that, imitative tendency is expressed in the child through play and make - believe. The child role plays his/her mother, father or teacher. To do this, for example, the child rides a stool for a car, or whips the pillars because they will not take instructions. There is no end to what the child can imitate. Parents should therefore be on their best behaviours all the time, for the child may imitate anything he/she observes in them likes.

Item 12 shows that a high percentage of respondents agreed (Yes: % = 90; No: % = 9.1) that giving a child everything he wants without control could spoil him. On the other hand, the respondents agreed (Yes: % = 90.0; No: % = 0.4) (item 13) that depriving one of what one's mates have could lead to feelings of inferiority and withdrawal. Bier (1966) revealed that once a child's needs are over satisfied or under satisfied, the child is likely to be delinquent. A careful observation of item 14 on table 4.2 reveals that a high percentage of the respondents agreed (Yes: % = 88.1; No: % = 9.6) that a broken home causes incomplete upbringing of a child and often leads to juvenile delinquency. Irving (1972) explained that in a

broken home, the issue of giving the child proper attention, proper discipline and meeting other needs of the child are lacking. Consequently, most of the children from such homes are likely to use delinquent means to meet their needs.

Item 15 of the table shows that majority of the respondents also agreed (Yes: % = 87.7; No: % = 9.1) that lack of strict surveillance of students in school could lead them to anti-social behaviours. Garrison (1960) asserted that children spend more time in school than at home. If the school experience is a happy and positive one, the students will have a better chance of becoming good citizens.

Item 16 shows that most of the respondents agreed (Yes: % = 87.8: No: 9.6) that discrimination against a child lead him to anti-social behaviour. Shure (1978) stated that the adolescent needs parental love and guidance. An adolescent who feels rejected may become anxious or rebellious and resort to misbehaviour as a means of seeking love and/or attention.

Paying less attention to children in worship places is considered another cause of juvenile delinquency in Madakiya District. Item 17 of the table reveals that most respondents agreed (Yes: % = 85.9; No: % = 2.7) that paying less attention to children in their worship places encourages juvenile delinquency.

Item 18 reveals that most of the respondents also agreed (Yes: = 79; No: 15.5) that interference with all a

child does causes him to be annoyed, leading to disobedience. It is also revealed in item 19 of table 4.2 that most respondents also agreed (Yes: % = 75.5; No: % = 21.5) that the societal crave for certificates without coomensurate effort also causes examination mal-practices and forgery of results.

The analysis above shows that in Madakiya District the commonest cause of juvenile delinquency is the refusal of many parents to answer the questions asked by their children; the parental abuse of their children through denying them the essential needs of life; the association of youth with bad peer groups and the exposure of a child to pornographic; crime or violet films, others are the bad examples of morally bankrupt teachers; lack of proper home training from childhood; imitation of parental bad life style (drunkenness), lack of adequate and effective rules in a community; provocation of children; parents quarrelling in the presence of their children; giving a child everything he wants without control; depriving a child one of what his/her mates have, broken home; child discrimination; lack of strict surveillance of students in schools; paying less attention to children in worship places; interference with all a child does and the societal crave for certificate rather than actual learning.

These findings are similar to what scholars have identified as causes of juvenile delinquency in other places.

Table 4.3 **Responses on Possible Prevalent Delinquent Acts among Youths of Madakiya District**

| S/ No | ITEM | R E S P O N S E S | | | | Ranking |
|---|---|---|---|---|---|---|
| | | Yes | No | Neutral | Total | |
| 1 | Abortion | 93.1 | 5.5 | 1.4 | 100 | 1 |
| 2 | Drunkenness | 92.3 | 5.9 | 1.8 | 100 | 2 |
| 3 | Prostitution | 92.3 | 5.0 | 2.7 | 100 | 3 |
| 4 | Smoking | 90.9 | 8.2 | 0.9 | 100 | 4 |
| 5 | Theft | 86.8 | 12.3 | 0.9 | 100 | 5 |
| 6 | Burglary | 85.8 | 3.2 | 11.0 | 100 | 6 |
| 7 | Truancy | 84.0 | 12.3 | 3.7 | 100 | 7 |
| 8 | Disobedience | 79.0 | 14.2 | 6.8 | 100 | 8 |
| 9 | Forgery | 16.0 | 58.4 | 25.6 | 100 | 9 |
| 10 | Exams mal-practice | 14.6 | 65.3 | 20.1 | 100 | 10 |
| 11 | Robbery | 7.3 | 71.7 | 21.0 | 100 | 11 |
| 12 | Rape | 7.3 | 68.0 | 24.7 | 100 | 12 |
| 13 | Murder | 5.00 | 74.0 | 21.0 | 100 | 13 |

The Table shows the responses of the society to the questions posed to them on what they perceived to be the commonest, prevalent delinquent acts among youths in Madakiya District. For easy explaination of the data collected on this issue, the positive responses of the respondents are ranked according to the order of the positive responses. They are discussed accordingly by this researcher. In all discussions, the researcher only compared the positive with the negative responses he received on each item. The neutral responses are not considered because they are qualitative rather than

quantitative.

Item one to 13 on table 4.3 shows that only eight of the 13 delinquent acts on Table 4.3 are accepted by the respondents as common in Madakiya District of Kaduna State. Only the delinquent acts accepted as common in Madakiya District (Table 4.3 items one to eight) are discussed here.

Table 4.3 shows that the respondents overwhelmingly agreed (Yes: % = 93.1; No: % 5.5) (item one) that abortion is the most prevalent delinquent act among the youths (females) of Madakiya District. Mackeri (1993) pointed out the danger of abortion in his account of a young girl of 20 who paid directly with her life for fornication. Having fornicated she eventually became pregnant. She decided to go for abortion as the only way of retaining her dignity in the eyes of society thus, she had to try to terminate the pregnancy. Having taken some unprescribed drugs, abortion did not take place, she later died in a pool of her own blood.

Again, most respondents agreed (Yes: % = 92.3; No: % = 5.9) (item 2) that drunkenness is prevalent among the youths of Madakiya District. Raab (1959) discovered in a research that one of the most powerful determinants of the drinking behaviour of young people is pressure from other youngsters. Although the extent of this peer pressure may vary from one area to another. He concluded that it is peer pressure which contributes to heavy drinking habits in certain social settings.

Most respondents also pointed out that prostitution is

another prevalent delinquent act among youths of Madakiya District. Item three of the Table 4.3 shows that (Yes: % = 92.3; No: % = 5.0) most respondents held this view. Also, item four reveals that (Yes: % = 90.9; No: % = 8.2) most respondents were of the view that smoking of all sorts of cigarettes is prevalent among the youths of Madakiya District as well. Leboeuf (1996) discovered that many young people begin smoking as a way of seeking acceptance by their peer group.

Item five shows that majority of the respondents agreed (Yes: % = 86.8; No: % = 12.3) that theft is prevalent among the youths of Madakiya District. Similarity, item six of the table 4.3 indicates that more than half of the respondents agreed (Yes: % = 85.8; No: % = 3.2) that burglary is another prevalent delinquent act in the District. Ezekiel (1972) in a similar research discovered that teenage robbers do not only steal cars, they also break into people's houses when they know the residents have gone to work or travelled out.

Truancy is yet another prevalent delinquent act as agreed by most respondents (Yes: % = 84.0; No: % = 12.3) to be prevalent among the Madakiya youths. As regards to truancy, Havighurst (1972) revealed that a pupil who plays truancy most have found life in the class dull and uninteresting, but finds greater interest and purpose in an activity outside the school. That is why he/she leaves home, giving everybody the impression that he/she is going to school, but stops on the way to do what he enjoys till

it is time for him to return home or sneak out of school for the same purpose.

Item eight of the table reveals that majority of the respondents also agreed (Yes: % = 79.0; No: % = 14.2) that disobedience is common among the youths of Madakiya District. A related research conducted by Mackeri (1993) revealed that out of disobedience, the youths no longer say good morning. They no longer attend house worship, which is expected of them in their families and they no longer help parents in the farm.

The above analysis shows that in Madakiya District of Zango Kataf Local Government Area, the prevalent delinquent acts are: abortion, drunkenness, prostitution, smoking, theft, burglary, truancy and disobedience. These findings are similar to what other scholars have identified as prevalent delinquent acts in other places.

Table 4.4 **Responses on Possible Effects of Juvenile Delinquency among Youths in Madakiya District.**

| S/ No | ITEM | R E S P O N S E S | | | | Ranking |
|---|---|---|---|---|---|---|
| | | Yes | No | Neutral | Total | |
| 1 | Carriers of sexually transmitted disease | 95.0 | 2.3 | 2.7 | 100 | 1 |
| 2 | Academically unprogressive | 92.7 | 6.8 | 0.5 | 100 | 2 |
| 3 | Spoilt and irresponsible | 84.5 | 12.3 | 3.2 | 100 | 3 |
| 4 | Dishonest | 80.3 | 18.3 | 1.4 | 100 | 4 |
| 5 | Deviant | 78.5 | 17.8 | 3.7 | 100 | 5 |
| 6 | Inconsiderate | 75.4 | 3.6 | 21.0 | 100 | 6 |
| 7 | Uncontrolled temper | 73.5 | 20.1 | 6.4 | 100 | 7 |
| 8 | Cheat | 70.4 | 22.8 | 6.8 | 100 | 8 |
| 9 | Stubborn | 68.9 | 23.8 | 7.3 | 100 | 9 |
| 10 | Mentally unbalanced | 66.2 | 23.3 | 10.5 | 100 | 10 |
| 11 | Murderers | 8.7 | 73.5 | 17.8 | 100 | 11 |

Table 4.4 is extracted from section D on the administered questionnaire (see appendix). This table shows the responses of the society to the question posed to them on what they perceived to be the effects of juvenile delinquency on youths of Madakiya District.

From the above table, it is observed that majority of the respondents have agreed that apart from item 11 all the other items (1 to 10) are considered to be effects of juvenile delinquency among the youths of Madakiya District.

For easy understanding of the data collected on the issue, the positive responses of the society are ranked according to the order of their positive agreement. The researcher only compared the positive with the negative responses he received on each item. The neutral responses are not considered because they are qualitative rather than quantitative.

Table 4.4 shows that the respondents overwhelmingly agreed that the following effects of delinquency are prevalent among delinquent youths in Madakiya District: Carriers of sexually transmitted diseases (Yes: % = 95.0; No: % = 6.8); academically unprogressive (Yes: % = 92.7; No: % = 6.8); dishonest (Yes: % = 80.3; No. % = 18.3); deviant (Yes: % = 78.5; No: % = 17.8); inconsiderate (Yes: % = 75.4; No: % = 3.6); uncontrolled temper (Yes: % = 73.5; No: % = 20.1) cheat (Yes: % = 70.4; No: % = 22); stubborn (Yes: % = 68.9; No: % = 23.8); mentally unbalanced (Yes: % = 66.7; No: % = 23.3) and murder (Yes: % = 8.7; No: % = 73.5).

These findings are similar to what scholars like Ali (1991) and Mackeri (1993) have identified as effects of juvenile delinquency in other places.

Table 4.5 Responses on Possible solution to Juvenile Delinquency among youths in Madakiya District.

| S/ No | ITEM | R E S P O N S E S | | | | Ranking |
|---|---|---|---|---|---|---|
| | | Yes | No | Neutral | Total | |
| 1 | Religious counselling | 100 | --- | --- | 100 | 1 |
| 2 | Television programmes and films shown in cinema houses be censored | 100 | -- | --- | 100 | 2 |
| 3 | Prayer and religious study at home should be encouraged | 98.6 | --- | 1.4 | 100 | 3 |
| 4 | Mounting of helpful programmes of public areas (seminars, retreat, dramas preaching or special emphasis week) | 97.3 | --- | 2.7 | 100 | 4 |
| 5 | Establishment of reformatory centres | 96.3 | --- | 3.7 | 100 | 5 |
| 6 | Compulsory religious education at primary and secondary school levels | 94.0 | 1.4 | 4.6 | 100 | 6 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 7 | Involvement of youths in religious fellowship groups at schools | 68.5 | 18.7 | 12.8 | 100 | 7 |
| 8 | Corporal punishment | 67.1 | 17.4 | 15.5 | 100 | 8 |

Table 4.5 is extracted from section D on the administered questionnaire (see appendix), The table shows the responses of the society to the questions posed to them on what they perceived to be the solution to juvenile delinquency on youths of Madakiya District.

Table 4.5 shows that respondents overwhelmingly agreed (Yes: % = 100) that religious counselling is a very good method of discouraging delinquency among youths. Mackeri (1993) emphasized that religious counselling should be rendered to the youths at school, church and at home. Such counselling helps the youths to shun delinquent activities, as such go for morally sound activities.

Again, respondents agreed (Yes: % = 100) (item 2) that television programmes and films shown in cinema houses should be censored as a means of discouraging delinquency among the youths. Abashiya (1992) in his research on a related topic suggested that the government should ban television and cinema houses from shooting violent, immoral and non educational films. The importation of such films should be stopped, he further recommended.

Item three shows that majority of the respondents agreed (Yes: % = 98.6; No: % = 0) that encouragement of family prayer and religious study at home could help check delinquency among youths in Madakiya District. Having the same view as stated above, Thom (1924) described the home as the workshop in which the personality of the child is developed.

Mounting of guidance and religious programmes such as seminar, retreat, drama, preaching or "spiritual emphasis week" could help check delinquency in Madakiya District. Item four reveals that most of the respondents agreed (Yes: % = 97.3; No: % = 0) with the above view. Ezekiel (1978) suggested that the youths could be helped out of delinquency by organising morally sound and interesting programmes such as debate, quiz and drama for them. These would help them utilize their leisure time better.

Most respondents also pointed out that establishment of reformation centres could also check delinquency among the youths of Madakiya. Item five shows that most of the respondents agreed (Yes: % = 96.3; No: % = 0) with the above view. Landis (1952) supported this view, saying that the reformatory centre could help bring the young offender back to conformity.

Majority of the respondents also agreed (Yes: % = 94.0; No: % = 1.4) that compulsory religious education at primary and secondary school levels could check delinquency in Madakiya District. Having the same view, Abashiya (1992) suggested that since the school is a very effective agent

of specialization, the government should make religious education a compulsory subject at the primary and secondary levels of education. This would help instil sound morals in the young at their tender/developmental ages.

More than half of the respondents also agreed (Yes: % = 68; No: % = 18.7) (item 7) that involvement of youth in religious activities at schools could also help check delinquency among the youths. Moreover, more than half of the respondents also agreed (Yes: % = 67.1, No: % = 17.4) (item 8) that corporal punishment could also help check delinquency in Madakiya District. Alternatively, Gordon (1962) suggested that some of these young offenders should be referred to social welfare agencies that can help remould them into becoming good citizens.

The analysis above indicates that juvenile delinquency in Madakiya District could be checked through religious counselling, censoring of television programmes and films shown in cinema houses, introduction of prayer and religious study in the homes, mounting of helpful programmes (seminar, retreat, preaching and spiritual emphasis week); establishment of reformatory centres; compulsory religious education at primary and secondary school levels of learning; involvement of youths in religious fellowship groups at schools and corporal punishment. These findings are similar to what other scholars have identified as solution to delinquent acts in other places.

## 4.4 Testing of Hypotheses

The hypotheses of this study are aimed at testing, if significant difference exist between the male and female respondents in one hand and adults and youths on the other, in their perception of the causes, prevalent juvenile delinquent acts, the effects and solutions to juvenile delinquency in Madakiya District. The statistical procedures adopted to test these hypotheses was T-Test.

Hypothesis 1.

There is no significant difference between the opinions of the male and those of the female respondents on the causes of juvenile delinquency among youths in Madakiya District.

**Table 4.6 Causes of Juvenile Delinquency Among Youths**

| S/N | Gender | N | X | SD | SE | DF | T | T_Cr | P |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Male | 109 | 90.073 | 16.799 | 1.609 | 217 | 0.15 | 1.96 | 0.879 |
| 2 | Female | 110 | 90.409 | 15.669 | 1.494 | | | | P>0.05 |

An observation of the table above reveals that the observed T value is 0.15. This value is lower than the T_Critical value which is 1.96 and it could also be observed that the observed p value is 0.878 > 0.05. The implication here is that no significant difference was observed between the mean scores of the two groups on the

causes of juvenile delinquency in Madakiya District. The null hypothesis is thus retained.

From the scores, it could be concluded that both the male and female respondents agreed with the suggested causes of juvenile delinquency in Madakiya District. The suggested causes of juvenile delinquency are listed in section B of the Appendix.

**Hypothesis 2**

There is no significant difference between the opinions of the youths and those of the adults on the prevalent delinquent acts among youths in Madakiya District.

The second section of the questionnaire used in this study deals with prevalent delinquency acts among the youths of Madakiya District. The total scores of the adults and youths which responded to the questionnaires were summed up and subjected to the t_test analysis. Table 4.7 shows the result of the t-test analysis.

**Table 4.7 Prevalent Delinquency Acts.**

| S/N | Gender | N | X | SD | SE | DF | T | T_Cr | P |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Adults | 106 | 44.481 | 10.633 | 1.033 | 217 | 0.43 | 1.96 | 0.668 |
| 2 | Youths | 113 | 45.080 | 10.007 | 0.941 | | | | P>0.05 |

The observed T value (0.43) in the table is 0.43 at 217 degree of freedom. The critical value (1.96) at 0.05 level of significance and the observed value as shown in the table is 0.668 (P > 0.05). This implies that there is no significant difference between the mean scores of the two groups. The null hypothesis is thus retained.

Table 4.3 shows that the adult and youth respondents agreed that abortion, drunkenness prostitution, smoking,

theft, burglary, truancy and disobedience are the prevalent delinquent acts among the youths of Madakiya District, while forgery, exams malpractice, robbery, rape and murders are less prevalent among the youths.

**Hypothesis 3.**

There is significant difference between the opinions of adults and those of the youths on the effects of delinquency on the youths of Madakiya District.

The result of the T-test performed for this hypothesis is shown in Table 4.8

**Table 4.8 Effects of Juvenile Delinquency**

| S/N | Gender | N | X | SD | SE | DF | T | T_Cr | P |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Adults | 106 | 46.660 | 11.755 | 1.142 | 217 | 0.63 | 1.96 | 0.529 |
| 2 | Youths | 113 | 40.664 | 11.631 | 1.094 | | | | P>0.05 |

The observed values of 1 in the table is 0.63 and the critical value is 1.96. The observed value is lower than the critical value (1.96) at 0.05 level of significant implying that no significant difference existing between the two groups in their mean scores. Moreover, the observed P value is higher than the accepted value, thus emphasizing the non-significant observation. The null hypothesis is therefore retained.

The issue here is that both groups (adults and youths) agreed that the suggested effects of juvenile delinquency (carriers of sexually transmitted disease, academically unprogressive, spoilt and irresponsible, dishonest, deviant, inconsiderate, uncontrolled temper, cheats, stubbon; and mentally unbalanced) in section "D" of the questionnaire are true of some youths in Madakiya District. Only murder is less prevalent.

**Hypothesis 4.**

There is no significant difference between the opinions of the males and females of the respondents, on the ways to check juvenile delinquency in Madakiya District.

Eight items were suggested to the respondents to score in this section (E). Their scores were summed up and the T-test procedure was applied. The result shown in table 4.9.

Table 4.9 **Solution to Juvenile delinquency**

| S/N | Gender | N | X | SD | SE | DF | T | T_Cr | P |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Male | 109 | 35.248 | 5.162 | 0.494 | 217 | 0.35 | 1.96 | 0.727 |
| 2 | Female | 110 | 35.482 | 4.742 | 0.452 | | | | P>0.05 |

From the observed values of T and P in the table above it could be concluded that no significant difference

existing between the mean scores of the two groups. This is because the observed P value of 0.72 > (P > 0.05). The null hypothesis is therefore retained.

The high mean score of the two groups (males and females) indicates their agreement with the suggestions raised in section 'E' of the questionnaire concerning possible solutions to juvenile delinquency among youths of Madakiya District. These possible solutions are: religious counselling for the youths; television programmes and films shown in cinema houses should be censored; family prayer and religious study in homes should be encouraged; organiszing of helpful programmes (seminars, retreat, drama, preaching or spiritual emphasis week) by religious leaders, establishment of reformatory centres; compulsory religious education at primary and secondary school levels; involvement of youths in religious fellowship groups in schools and corporal punishment.

### 4.5 Summary

Based on the responses received on causes and effects of juvenile delinquency, it has been discovered that genuine discipline of youths in Madakiya District has not been taken seriously. As a result, many youths have become delinquent.

There is therefore a need for the home, schools, religious institutions and the government to collectively join hands to solve this serious problem in the area. The researcher has provided some recommendation to the problem in chapter five of this work.

Here the researcher summarizes the courses, effects, prevalent delinquency acts, and solution to juvenile delinquency among youths in the area under discussion.

A. Causes of juvenile delinquency in Madakiya District.

i) The Home - Bad examples from parents, siblings and neighbours, broken homes also contribute to the problem of juvenile delinquency.

ii) The school- Bad examples of some teachers.

iii) Peer group- Bad peer groups encourages bad attitudes

iv) The media- seductive magazines, pornographic books and films.

v) The Community- lack of educative programmes to instil morals in the youth.

vi) The Government - lack of job opportunities and recreational facilities to posivitely occupy the youths.

vii) Poverty- leads to stealing, laziness, drunkenness and prostitution.

**B Effects of Delinquency in Madakiya District.**

i) Abortion
ii) *Drunkness*
iii) Prostitution
iv) Smoking
v) Theft
vi) Burglary
vii Truancy
viii Disobedience
ix) Forgery
x) Exams malpractice

**B Prevalent Juvenile Delinquency Acts n Madakiya District.**

i) Spread of sexually transmitted disease.

ii) Poor academic behaviours

iii) Irresponsible behaviours

iv) Dishonesty

v) Deviance

vi) Inconsiderate attitude

vii) Uncontrolled temper

viii Cheating

ix) Mental unbalance

x) Subbornness

**D. Solution to Juvenile Delinquency in Madakiya District**

i) Religious counselling

ii) Banning of seductive and ponorgraphic magazines, books and films.

iii) Family prayers and religious studies at home and church should be encouraged.

iv) Mounting of helpful programmes such as seminars, retreats, drama and preaching to instil discipline in the youths.

v) Establishment of rehabilitation centres for reformation of delinquent youths.

vi) Compulsory religious education at primary and secondary school levels.

vii) Involvement of youths in religious fellowship programmes at schools.

viii) Establishment of recreational centres and the provision of the recreational facilities for the youths at every village area.

ix) Provision of job opportunities for school leavers.

CHAPTER 5

# SUMMARY, CONCLUSION AND RECOMMENDATION

## 5.1 Introduction

This research focused on causes and effects of juvenile delinquency among youths in Madakiya District Zango Kakaf Local Government Area of Kaduna State. The researcher sought information from different literature relevant to the topic, as seen in chapter two of this work. This last chapter attempts a general summary of the work. The researcher draws conclusion to his study and makes recommendations to parents, religious leaders, teachers and youths in Madakiya District on how to deal with the problem of juvenile delinquency.

## 5.2 Summary

This work was divided into five chapters. Chapter one postulates four research questions and four hypotheses to which answers were sought. The research questions and hypotheses were focused on the causes of juvenile delinquency, prevalent delinquency acts, effects of juvenile delinquency and solution to juvenile delinquency.

Chapter two focused on some relevant literature on the characteristics of the adolescent, problems of adolescence, causes of juvenile delinquency kinds and shades of delinquency, as well as solutions to delinquency. A review of related studies on related topics werer also in focus. This provided materials for discussing the findings of the

work in chapter four.

In chapter three, the research, design and methodology of this work was discussed. The research design of the work was survey. The sample for the work was made up of adults and youths in Madakiya District. In all, 219 respondents were selected for this study. The instrument used to gather data for the work was a questionnaire. The research instrument was validated by the researcher's supervisor, a statistician as well as pilot test. This researcher administered the instrument himself.

In chapter four, the data gathered from the field was analysed using frequencies, percentages and t-test. In the analysis, it was found that more adults and more youths responded to the administered questionnaire. Discussions interacting the data collected through the questionnaire with the opinions of some scholars followed the analysis of the responses into frequencies and percentages. the four hypothesis formulated for the research were retained.

## 5.3 Findings

From the analysis of data presented in chapter four of this work, the following findings have been revealed.

a) The family is the first and primary socialization agent for the child and it sets the foundation for behaviour patterns. Once a wrong pattern is set by the parents the child is likely to be delinquent.

b) Broken homes, brought about by separation divorce or death of a parent (or both parents), has contributed

to the problem of juvenile delinquency among youths in Madakiya District. This is because a broken home makes it very difficult for a single parent to meet the needs of the family alone. Also young orphans not properly managed can become delinquent.

c) It is also evident that theft, drunkenness, smoking, prostitution, abortion, burglary and truancy are highly prevalent among the youths of Madakiya District than any other delinquent act (for example murder and exam mal-practice).

d) religious counselling could help to instill good morals in the youths of Madakiya District.

e) Juvenile delinquency can be checked in Madakiya District if recreational activities such as football table tennis, basket ball, seminars and debate are encouraged.

### 5.4 Recommendations

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

a) Since the causes of juvenile delinquency have been traced to various aspects of the home environmental, emphasis should be laid on providing the right home atmosphere for the children. The right method of child rearing should be made known to parents through adult classes, radio, television broadcast, print media public speeches by teachers, local celebrities/leaders and specialists in the field of child development.

b) It must be emphasied that the parents should live exemplary lives of transparency, love, truthfulness, understanding, affection and loyalty. They should also teach the children about God and moral. Such moral training goes a long way to help the child to accept the norms of the society in which he is brought up.

c) Family planning should be taught and encouraged, especially among the poor and uneducated. This is one area where government's effort should be intensified. When children are fewer in number, it is easier to give them the desired attention, meet their material needs and shape their behaviour in the desired direction.

d) The country's educational system should be planned in such a way that right from the primary schools, the children are gradually made aware of their obligations to the society.

e) The teachers conditions of service should reviewed and designed to make them more comfortable enough to attend to the pupils effectively. This will help in no small way in eleiminating non-chanlant attitude of teachers in schools.

f) The government can help by creating more job opportunities especially for the youths of the District to provide meaningful engagement/career opportunity. Being a predominantly farming community, mechanized farming should be encouraged in Madakiya

District so that enough food is produced both for home consumption and as a source of revenue. Enough earnings from the farm will cater for the material needs of the people and this will go a long way in providing emotional stability of the children.

g) The adults of Madakiya District should get together and engage in building of schools to augment government efforts.

h) There should be social/recreational programmes like games and sports activities, seminars and debates to help the youths utilize their leisure time more menininggfully and effectively.

i) Religious leaders should help by counselling, organising of seminars debates and quizes for the youths, for the purpose of instilling sound moral values is a very important factor.

j) Delinquency might be reduced to the minium or completely eradicated if every body in the community were to work hard towards making the community a botter place to live in.

### 5.5 Recommendations for Future Research

In view of the score of this study, it is recommended that similar studies be carried out in other communities no only in Kaduna State but nationwide. This will go a long way in minimizing, if not eradicating juvenile delinquency from our society.

## REFERENCES


Abashiya, N. Z. (1992) The Role of Christian leaders in teaching Christians values in Ungwa Rimi (Bajju) Zango Kataf Local Government Area, Kaduna State. An unpublished paper presented at Christian Religious Studies (CRS) Seminar ECWA Theological Seminary, Jos.

Ali, E. (1991). "Factors contributing to moral indiscipline Among Christian Religious Studies (CRS), Students in Secondary Schools in Mangu Local Government Area Plateau State" An unpublished paper presented at Christian Religious Studies Seminar. ECWA Theological Seminary, Jos.

Ani, A.A. (1998). "Budget Breakdown" New Nigerian Newspaper January 16th pp. 16-18.

Angeline, H. and Mech, E. (1965). First Source of sex information as Reported by 67 College Women". Journal of Psychology. 39: 321-324.

Anderson, L.B. (1927). The Young Child and His Parents. Minneapolis: University of Minnesota Press.

Beller, E.K. (1973) Theories of Adolescent Development Boston: Allyn and Bacon.

Benedict, R. (1950). Patterns of Culture. New York: American Library.

Bier, C.W. (1966). The adolescent: His search for Understanding New York: Fordham University Press.

Blaine, G.B. (1968) Sex Among teenagers: Medical Aspects of Human Sexuality. New York: Random House.

Bolander, O.D. (1986). The New Webster's Dictionary. New York: Lexicon Publication Inc.

Bourge, S.S. (1996). Camps for Juvenile offenders. Washington: National Institute of Justice.

Bruch, H. (1987). The importance of overweight. New York: W.W. Norton.

Clifford, E. (1971). Body Satisfaction in adolescence, New York: Harper and Row.

Coleman, J.S. (1966). The Adolescent and the Schools. New York: Basic Books.

Cunnigham, P.B. (1996) The Cross-Ethnic Equivalence of Measures commonly used in Mental Health Services Research for Children. New York: American Library.

Davis, K. (1944). Adolescence and social structure, New York: Harper and row.

Donna, M. (1996). "The Transfer of Juveniles to criminal Court: Does it make a difference? Journal of Crime and Delinquency. 42(2): 171-191.

Douglas, J.W. (1964). The Home and the school: A study of Ability and Attainment in the Primary School. London: Mcgibbon and kee Ltd.

Dumphy. D.C. (1963). "The social structure of Urban Adolescent peer group". sociometry, 26, 230-246.

Edge, F.B. (1956). Teaching for Results. Nasnville: Broadman Press.

Ezekiel, M.E. (1978). "The Young and the Restless. News Watch Magazine. Lagos, June 2, Pp. 8-10.

Femcht, D.E. (1975). "Social influence on children". Childhood Education in the Church. Chicago: Moody Press, Pp. 120-127.

Frank, I.C. (1996). Building self-esteem in Youth: Praeger; Greenwood publishing Group.

Gordon, I. (1962). Human Development: From Birth through Adolescence New York: Harper and Row.

Garrison, K.C. (1960) The Psychology of Adolescence. Chicago: Prentice Hall, Inc.

Grinder, R.E. (1973). Adolescence: New York: John Willey and Sons.

Havighurst, R.I. (1972). Development task and education. New York: Mckay.

Hollister, W.G. (1969). "Why adolescence drink and use drugs". Parents Teachers Association Magazine. 63, pp. 2-5.

Irving, R. (1972). Youth and the church: An approach to Christian Education of Youth. Chicago: Moody Press.

Jacobs, J. (1971). Adolescence Suicide. New York: Willey.

Jerslid, J. (1975) Child Psychology. New Jersey. Kaplan: Prentice Hall Inc.

Josselyn, I.M. (1971) Adolescence New York: Harper and Row.

Kessler, J.W. (1971). Psychopathology of Childhood. Englewood Cliffs: Prentice - Hall.

Kleinmuntz, B. (1974). Essentials of Abnormal Psychology, New York: Harper and Row.

Laje, D. (1993). "Causes of moral decadence among ECWA Youths in Pengana Chiefdom" An published paper presented at Christian Religious Studies Seminar. Theological Seminary, Jos.

Landis, H.P. (1952). Adolescence and Youth. London: McGraw Hill Book Company, Inc.

Leboeuf, D. (1996). An Answer to Juvenile Delinquency and Victimization: University of Hawail Press.

Lebra, W.P. (1974). Youth Socialization and Mental Health. Honolulu: University of Hawaii Press.

Loeber, R. (1982). "The stability of anti-social and delinquent Child behaviour" Child development. 53: 1431-1446.

Mackeri, N.S. (1993). "Effects of Fornication on the Education of Youths in Bajju land" An published paper presented at Christian Religious Studies Seminar. ECWA Theological Seminary, Jos.

Minuchin, S. (1974). Families and Family Therapy. Cambridge Mass: Harvard University Press.

Mitterauer, M. (1974). A History of Youth. Washington: Blackwell publishers.

Muss, R.E. (1975). Theories of Adolescence. 3rd ed. New York: Random House.

Newton, R.D. (1972). Where Becoming Begins. Chicago: Garn Press.

Normar, H. (1975). Statistical Package for the Social Science.New York: McGraw Hill.

Odunze, B. (1988). Moral Decadence: Nigeria: The family Circle Publications.

Okonji, C. (1972). "Some Demographic Characteristics of Urbanization in Nigeria" Journal of Crime and Urbanization. Ikenga Institute of African Studies: University of Nigeria, Nsukka vol. 1: 10-12.

Raab, G. (1959). Major Social Problems. Fair Fax: Row Peterson and Company.

Reiss, I.I. (1967). The Social Context of Premarital Sexual Permissiveness. New York: Holt Rinchart and Winston.

Roscoe, J.I. (1969). Fundamental Research Statistics for Behavioural Sciences. New YorK: Rinchard and Winston.

Sardler, a.E. (1992). Juvenile Crime. Sam Diegos Greenhaven, Press.

Shure, B.M. (1978). (Problem Solving techniques in Child Learning. Jossey - Bass Publishers.

Singurdeson, J.F. and Gudjonsson,G.H. (1996). "Psychological Characteristics of Juvenile alcohol and drug Users Journal of Adolescence, 19 (2) 121-126.

Ihom, D.A. (1924). Habit clinic for the child of preschool age. Chicago: United States Children Bureau Publication.

Thornburg, D.H. (1975). Development in adolescence. California: Wads-Worth Publishing Company.

Torbet, P. (1996). State Response to Serious and Violent Juvenile Crime. Pittsburgh; National Centre for Juvenile Justice.

**APPENDIX A.**

Department of Education
C R S
Faculty of Education
Ahmadu Bello University
Zaria.
Date.....

**RESEARCH QUESTIONNAIRE**

*Dear Sir/madam*

I am a post graduate student of the above address undergoing a research on Causes and effects of Juvenile delinquency Among Youths in Madakiya District of Zango Kataf Local Government Area of Kaduna State. I shall be grateful if you can help by answering the following questions as honestly as possible.

Thank you for your cooperation

Yours Sincerely

Nehemiah Musa

SECTION A: PERSONAL DATA

The information required in this section will enable this researcher to determine the characteristics and position of the respondents. Do not write your name please.

Please put a tick ( ) on the appropriate boxes.

1 Your sex: Male [ ] Female [ ]

2 Your age: Below 30 years [ ]
30 years and above [ ]

3 Your societal status:
a) Parent [ ]
b) Teacher [ ]
c) Religious leader [ ]
d) Youth [ ]

SECTION B: CAUSES OF JUVENILE DELINQUENCY

For your answers, there are five columns provided besides the statements. The headings are:-

a) Strongly agreed (SA)
b) Agreed (A)
c) Disagreed (D)
d) Strongly Disagreed (SD)
e) Neutral (N)

Read each statement carefully and indicate by tricking ( ) in the column that best express your opinion:-

| | | SA | A | DA | S D | N |
|---|---|---|---|---|---|---|
| 4 | The child who is generally deprived of his needs is likely to seek satisfaction in stealing | | | | | |
| 5 | The child who is deprived of things his counterparts have is likely to feel inferior and become withdrawn | | | | | |
| 6 | The child who comes from a broken home is likely to behave abnormally because of incomplete upbringing caused by the separated parents | | | | | |
| 7 | The child who is always provoked either by parents or by others, is more likely to be disobedient | | | | | |
| 8 | The child whose parents give him/her everything he wants without control will become spoilt and inconsiderate | | | | | |
| 9 | The child who is discriminated against in the family may feel rejected and seek happiness through anti-social means. | | | | | |

| | | | | |
|---|---|---|---|---|
| 10 | The child who has drunken parent(s) is more likely to become disobedient because his parents are unable to perform their disciplinary role effectively. | | | |
| 11 | The child who has drunken parents(s) is likely become a drunkard | | | |
| 12 | Parents who usually quarrel or fight in the presence of their child may influence him to behave likewise towards other children | | | |
| 13 | The child whose parents do not teach him simple manners, but only call him for errands or beat him at the slightest provocation is more likely to become a gangster. | | | |
| 14 | The child whose parents shut him up when he makes enquires into things needing clarification may seek clarification from bad company | | | |
| 15 | The child whose parents interfere with all he does will feel annoyed and become deviant (showing no respect). | | | |
| 16 | Child abuse is one of the factors that cause juvenile delinquency. | | | |

| | | | | |
|---|---|---|---|---|
| 17 | The child who is exposed to pornographic and crime/violent films is likely to model such anti-social behaviour. As such become delinquent. | | | |
| 18 | Competitive and/or comparative learning in schools encourages examination mal-practices and forgery of results. | | | |
| 19 | A child in a school where students are not under strict surveillance is likely to embrace anti-social behaviour | | | |
| 20 | A child who attends a school that has morally corrupt teachers is likely to model his teachers as such become delinquent. | | | |
| 21 | A child that comes from a community that lacks adequate and effective rules guiding the general populace will tend to be delinquent | | | |
| 22 | A child who has peer-group is likely to be delinquent | | | |
| 23 | A child whose place of worship pays less attention to children is likely to be delinquent | | | |

SECTION C: PREVALENT DELINQUENT ACTS

Read the statement below carefully and indicate by ticking ( ) in the column that best expresses your opinion. For your answer, Use (SA) for strongly Agreed, (A) Agreed, (DA) For Disagreed, (SD) Strongly Disagreed and (N) for Neutral.

The follow Anti-social behaviours are the prevalent delinquent acts among youths in Madakiya District.

| | | SA | A | DA | SD | N |
|---|---|---|---|---|---|---|
| 24 | Theft | | | | | |
| 25 | Robbery | | | | | |
| 26 | Forgery | | | | | |
| 27 | Drunkenness | | | | | |
| 28 | Smoking | | | | | |
| 29 | Prostitution | | | | | |
| 30 | Abortion | | | | | |
| 31 | Murder | | | | | |
| 32 | Burglary | | | | | |
| 33 | Truancy | | | | | |
| 34 | Disobedience | | | | | |
| 35 | Exam mal-practice | | | | | |
| 36 | Rape | | | | | |

SECTION D: EFFECTS OF JUVENILE DELINQUENCY

Read the statement below carefully and indicate by ticking ( ) in the column that best expresses your opinion. For your answer, Use (SA) for strongly Agreed, (A) Agreed, (AD For Disagreed, (SD) Strongly Disagreed and (N) for Neutral.

The follow Anti-social behaviours are the prevalent delinquent acts among youths in Madakiya District.

| | SA | A | DA | SD | N |
|---|---|---|---|---|---|
| 37 deviant | | | | | |
| 38 spoilt and irresponsible | | | | | |
| 39 cheat | | | | | |
| 40 stubborn | | | | | |
| 41 uncontrolled temper | | | | | |
| 42 dishonesty | | | | | |
| 43 academically unprogressive | | | | | |
| 44 murders | | | | | |
| 45 mentally unbalanced | | | | | |
| 46 carriers of sexually transmitted diseases | | | | | |
| 47 inconsiderate | | | | | |

SECTION E: SOLUTION

The following steps could help check juvenile delinquency among youth in Madakiya District.

| | | SA | A | DA | SD | N |
|---|---|---|---|---|---|---|
| 48 | Religious counselling | | | | | |
| 49 | Mounting of helpful programmes by religious leaders in form of seminars, retreat, drama, preaching, or spiritual emphasis weeks. | | | | | |
| 50 | Making religious studies compulsory at primary and secondary levels to all learners | | | | | |
| 51 | Corporal punishment | | | | | |
| 52 | Establishment of reformatory centres | | | | | |
| 53 | Television programmes and films shown in cinema houses should be well censored | | | | | |
| 54 | Prayers and religious study in the home should be encourage. | | | | | |