

Family Factors and Juvenile Delinquency among Public Senior Secondary School Students in Gokana Local Government Area of Rivers State: Implications for Counselling

Fidelia Barine ISAAC, *Ph.D*

AND

Johnson OPURUM, *Ph.D*

**Department of Educational Psychology, Guidance and Counselling,
University of Port Harcourt**

ABSTRACT

This study investigated family factors and juvenile delinquency among public senior secondary school students in Gokana Local Government Area of Rivers State. Five research questions and five corresponding null hypotheses guided the study. The study adopted an ex-post facto research design. The population for the study comprised all 15,497 SS II students. A sample of 400 SS II students was drawn from the population through a purposive sampling technique. Two instruments, titled "Family Factors Scale" (FVS) and "Juvenile Delinquency Scale" (JDS), were used for data collection. The face and content validity of the instruments were established by experts. Cronbach Alpha reliability coefficients for (FVS) and (JDS) were 0.87 and 0.74, respectively. The instruments were personally administered and collected by the researcher. Mean and standard deviation was used to answer the research questions. Independent t-test was used to test hypotheses 1 and 2, while hypothesis 3 was tested using one-way ANOVA at 0.05 level of significance. It was found that; there is significant influence of family size, family types and parental levels of education on juvenile delinquency among public senior secondary school students independently taken. Based on the findings of the study, conclusions and recommendations were made.

KEYWORDS: Family, Family factors, Juvenile Delinquencies and students

Introduction

Society and human development are driven by educational empowerment. It is a major source of attitudinal and character reformation (Openi, 2014). The National Policy on Education stresses that one of the goals of education is to provide the individual with the opportunity for the development of appropriate skills, mental, physical, and social abilities and competencies to empower the individual to live in and contribute positively to society (Federal Republic of Nigeria, 2008). In order to achieve sound development of the individual based on the above policy statement, the school plays an important role in the inculcation of permanent values, skills, and knowledge in the child (Nwaokach, 2015). Obi (2011) observed that failure of the family and school to instil the right type and basic value knowledge in the child leads to deviation from societal norms and values, including the acquisition of alternative behaviours such as juvenile delinquency. Delinquency is the unwelcomed action, omission, or moral behaviour of a juvenile that is socially not permitted in any

society. Generally, it means that if the child fails to meet certain social obligations anticipated by their parents, then he is considered to be delinquent (Obiaju, 2011). A juvenile can be referred to as a child who has not attained a certain age (18 years) at which he can be held liable for his criminal acts like an adult person and has committed certain acts which are in violation of any law. Due to the alarming increase in the rate and gravity of delinquent behaviors, juvenile laws have been reviewed in many countries, including Nigeria, and have been made sterner. It is necessary to understand why a minor commits a crime in order to prevent future crimes from happening.

Juvenile delinquency is any abnormal behaviour exhibited by a person believed to be at a young age. Berger in Cypril (2013) explained that juvenile delinquency is any illegal behaviour exhibited by any individual or group of people less than 18 years of age. Nwankwo (2010) opined that it is the manner or behaviour exhibited by young people yet to attain the age of 18, usually on an unrelenting basis, that is against the accepted standards of behaviour of the society wherein the people reside; such behaviour does not conform to the acceptable standards of behaviour for that environment and, therefore, attracts sanctions in the form of admonishments, punishments, criticism, and corrective actions. Juvenile delinquency is generally tagged as an anti-social behaviour that occurs globally in different dimensions (Wisdom & Crowell in Cypril, 2013).

Amobi (2016) explained that juvenile delinquency occurs in the home, church, mosque, market, on the street, hospital, police and military barracks, low and high officers, and in school at very low levels, among others. In the school setting, the incidence of juvenile delinquency abounds. Nkwocha (2014) noted that it is easy to find adolescents in school who are involved in the acts of stealing, bullying, fighting, absenteeism, lateness, truancy, molestation of teachers, disobedience to constituted authorities in the school, drug abuse, examination malpractice, and sexual harassment within and opposite sex, among others. Sabastine (2015) found in his study that 60% of every school child, especially at the secondary level, has been involved in one form of delinquent act or the other, but that the degree and manifestation differ from one child to the other and school to school. Sampson (2017) explains that there is a growing rate of cultism and its related activities in secondary schools in Nigeria, which is affecting the quality of teaching and learning.

In emphasising on the effect of juvenile delinquency, Amobi (2016) stated that it leads to poor academic performance of the affected learners in school, it leads to low human resources and increases the rate of dependence on foreign manpower, it increases the rate of political instability and election violence, crisis in the school and its host communities, and sometimes death, among others. According to Evans (2017), juvenile delinquency is one of the primary causes of school unrest, poor learning for those affected, and poor human and non-human resource development in society.

On the other hand, there are many variables that could cause juvenile delinquency in an adolescent, such as peer pressure, school factors, societal factors, brain damage, self-efficacy, government factors, and family factors, among others. But, of all these variables, the researchers feel that family variables play an important role in the development of an adolescent, especially in school.

However, there are a number of variables within the family setting that could influence positively or negatively learners' involvement in delinquent acts in the school. These include family size, family types, and parental level of education.

The family has been described by Fletche, cited in Amadi (2012), as the most intimate and most important of human groups. It is universal and exists in all human societies. The human family is centred around mating, begetting children, the rearing of children, and the necessity of providing for the manifold of its members. The family is a natural grouping rooted in fundamental instincts, emotions, and needs that serve important biological functions. Because it exists in all societies to regulate sexual and parental behaviour in order to achieve these desirable relationships and character qualities, the family is conceived of as the socially necessary grouping. This form of family in human society is determined by both biological features and dependent on such variables as geographical, social, cultural, and historical circumstances with which particular families are faced. As a result of these variables, the family group in some societies is polygamous, in others polyandrous, or a combination of either of the two. The family group in Nigerian society is either polygamous or monogamous (Echebe, 2014).

Family size is the number of related nuclear family members in a particular family. Amobi (2016) explained that in order to have the same parents, members must also share a common ideology and similar parenting style. Odum (2017) stressed that family size is characterised by large and small families. In a large family, members may be six or older. Ukaegbu (2012) opined that the number of related individuals living in the same family elongates and influences the decisions of a family. However, basic economic and psychosocial needs are better planned and adequately executed in smaller families. Ekwem (2011) explained that regulation of children's behaviour is not done quickly in large families.

"Family types" is the classification of families based on polygamous and monogamous families. Evans (2017) explained that each type of family, such as polygamous and monogamous, has a different rearing pattern and also a different influence on the behavioural conduct of a child. This type of family gives rise to a nuclear family consisting of a father, mother, and children. The monogamous family type is western-oriented and alien to Africa and Nigeria in particular. This type of family, however, makes for a sexual monopoly between husband and wife. The divorce rate is much reduced as fewer conflicts are experienced. On the other hand, it may not create the opportunity for sexual variety since the union is monotonous. If care is not taken, a family may be ruined by childlessness if either or both parties are infertile (Echebe, 2014; Mba, 2016). A man who marries more than one wife is called a polygamous family. At times, men may marry more than one wife because of their socio-economic hierarchy, their society, religion, or simply because they want a child or children, as the case may be. However, it is not easy to take care of many wives and children in terms of feeding and maintenance. Husband and wife are more complex, and the possibility of children's relationships with mother's co-wives and half siblings complicates the union and, as a result, creates more conflict than in a monogamous family (Nkewocha, 2014).

The parental level of education is another factor that could influence juvenile delinquency. Odum (2011) explains that education is the process of acquiring

positive behaviour for human survival and better interaction with one another in his society. He noted that educational attainment among individuals differs from primary, secondary, and tertiary, and even in terms of possession of certificates up to doctoral degree certificates. Gilbert (2014) emphasised that parental educational attainment varies across individuals, families, and ages and has a significant impact on personal and family decisions in day-to-day activities.

Education is a veritable tool for human positive thinking and decision-making, which helps in driving positive family decisions among family members. It is a more effective tool for guiding, controlling, and directing children in a family setting toward positive goals, success, and better living among themselves and other members of society (Mark, 2013; Obed, 2012). Daniel (2015) explains that the level of educational attainment of parents in a given family represents the level or extent of positive family decisions and achievement among members of the family. He also stressed that the deviant nature of children in any given family and its positive control depend to a large extent on the impact of the education attainment of parents and other members of the family.

Ukaegbu (2012) explains that juvenile delinquency is a reoccurring social problem in society and that it requires a consistent psycho-social approach for human well-being. Ekwem (2011) stressed that there are many contributory variables to juvenile delinquency in the need to proffer solutions. It is against this background that the researchers conceived the idea of investigating family variables and juvenile delinquency among public senior secondary school students in Gokana Local Government Area of Rivers State.

Statement of the Problem

Countries all over the world use education as a major instrument to achieve positive national development through the provision of the required human and non-human resources. Education also provides the child with the basic skills and values to position themselves and society at large. However, the inculcation of such skills and values depends to a large extent on the ability of the learner to adopt and sustain a positive behavioural disposition in and outside of school settings. Meanwhile, the researcher observed as a counsellor with dismay that most secondary school students in her area of residence are always involved in different kinds of juvenile delinquencies against their school rules and regulations and the norms of society, such as drug abuse, stealing, alcoholism, gambling, cult-related violence, armed robbery, bullying, gangsterism, and examination malpractice, among others.

The situation is on the increase on a daily basis in the area in which many of the adolescents are involved. Again, it is also affecting their academic performance and other social and economic activities in the area. Some of these affected students do not see the need to concentrate on their studies, so they constantly get involved in examination malpractice as a means to compensate for their actions, while others are school dropouts and become engaged in stealing and robbery activities. Obviously, if the rate of juvenile delinquency occurring in the area is not well checked and controlled by the government and other stakeholders in the education sector, this could lead to poor actualization of the goal of education in terms of human and social development, especially in Gokana Local Government Area.

However, variables such as family size, family types, and parental level of education could be contributing either positively or negatively to the disposition of students towards juvenile delinquency in the area. The purpose of this study, therefore, was to examine the family variables and juvenile delinquency among secondary school students in Gokana Local Government Area of Rivers State.

Aim and Objectives of the Study

The aim of this study was to investigate Family Variables and Juvenile Delinquency among Secondary School Students in Gokana local Government Area, Rivers State. The specific objectives are to:

1. find out the influence of family size on juvenile delinquency among secondary school students in Gokana local Government Area, Rivers State
2. find out the influence of family types on juvenile delinquency among secondary school students in Gokana local Government Area, Rivers State
3. find out the influence of parental level of education on juvenile delinquency among secondary school students in in Gokana local Government Area, Rivers State

Research Questions

The following research questions were used to guide the study:

1. To what extent does family size influence juvenile delinquency among secondary school students in Gokana local Government Area, Rivers State?
2. To what extent does family types influence juvenile delinquency among secondary school students in Gokana local Government Area, Rivers State?
3. To what extent does parental level of education influence juvenile delinquency among secondary school students in Gokana Local Government Area, Rivers State?

Hypotheses

The following null hypotheses which were tested at 0.05 Alpha level of significance, were used to guide the study.

1. There is no significant influence of family size on juvenile delinquency among secondary school students in Gokana local Government Area, Rivers State.
2. There is no significant influence of family types on juvenile delinquency among secondary school students in Gokana local Government Area, Rivers State.
3. There is no significant influence of parental level of education on juvenile delinquency among secondary school students in Gokana local Government Area, Rivers State.

Methodology

The design of this study was an ex-post facto design. The population for the study comprised all the 15,497 SS II students in the 13 public senior secondary schools in the area (**Source:** Rivers State Ministry of Education, 2021/2022; Students' Enrolment Figure). A sample of 400 SS II students representing 5% of their population was used for the study. However, Juvenile Delinquency Scale (JDS) was administered to all the SS II students in the area, and students whose responses were between and above the criterion mean score of 2.5 were selected and used for the study. Meanwhile, the mean scores of 400 SS II students were between and above the criterion mean scores of 2.5 and were used as sample for the study. Purposive sampling technique was used to draw the sample for the study.

The instruments for the study were two self-developed questionnaire titled "Family Factors Scale" (FFS) and "Juvenile Delinquency Scale" (JDS). The Family Factors Scale (FFS) comprised of sections A. The section A consisted of bio-data such as family types, Family size and prenatal levels of education. The juvenile delinquency scale (JDS) consisted of 24 items with 14 negatively keyed and 10 positively keyed items. The (JDS) was structured based on the modified four point Likert rating scale of strongly Agree = SD, Agree = A, Disagree = D and Strongly Disagree – SD which were assigned a numerical values of 4,3,2 and 1 for positively keyed items while 1,2,3 and 4 were assigned for negatively keyed items.

The validity of the instruments (FFS) and (JDS) were determined based on face and content validities. The face and content validities of the instruments were determined by two experts in measurement and evaluation. The reliability coefficients of the instruments were estimated using the Cronbach Alpha reliability estimate. The reliability coefficient of the family variables scale (FFS) was 0.87 while the reliability coefficient of the Juvenile Delinquency Scale (JDS) was 0.74.

The researchers established good rapport with the respondents and explained properly the need for them to respond to the items appropriately. However, the researcher worked with one research assistants in each school (teacher) who were properly guided about the instruments. The 400 copies of the instruments (FFS) and (JDS) were administered directly on the sampled students and were successfully collected immediately after administration.

Mean and Standard deviation was used to answer the research questions. Independent t-test was used to test hypotheses 1 and 2, while hypothesis 3 was tested with One-way ANOVA at 0.05 Alpha level of significance.

Results

The result of the data collected were presented in the tables below:

Research Question One: To what extent does family size influence juvenile delinquency among secondary school students in Gokana local Government Area, Rivers State?

Hypothesis One: There is no significant influence of family size on juvenile delinquency among secondary school students in Gokana local Government Area, Rivers State.

Table 1: Mean, Standard Deviation and t-test Calculation on Influence of Family Size on Juvenile Delinquency among Secondary School Students

Family size	N	Mean	Std. Deviation	T	df	Sig. (2-tailed)
Large Family	182	57.78	11.18	13.13	398	0.000
Small Family	218	43.57	10.43			

Table 1 shows the mean scores of the respondents to be 57.78 and 43.57 on juvenile delinquency base on family size (large and small) respectively with respective standard deviation of 11.18 and 10.43. This implies that students' exhibit juvenile delinquency based on family size. When these values were subjected to t test independent techniques, it was indicated that the difference in the mean scores base on family size is significant statistically. That is, the calculated t value of 13.13 with probability of 0.000 is significant statistically at 0.05 alpha level. Thus, the null hypothesis is rejected. That is, there is a significant influence of family size on juvenile delinquency among secondary school students in Gokana local Government Area, Rivers State.

Research Question Two: To what extent does family types influence juvenile delinquency among secondary school students in Gokana local Government Area, Rivers State?

Hypothesis Two: There is no significant influence of family types on juvenile delinquency among secondary school students in Gokana local Government Area, Rivers State.

Table 2: Mean, Standard Deviation and t-test Calculation on Influence of Family Types on Juvenile Delinquency among Secondary School Students

Family size	N	Mean	Std. Deviation	T	df	Sig. (2-tailed)
Polygamous	200	59.35	10.10	20.89	398	0.000
Monogamous	200	40.73	7.53			

Table 2 indicates the mean scores of respondents from polygamous and monogamous family on juvenile delinquency to be 59.35 and 40.73 respectively with respective standard deviation of 10.10 and 7.53. This means that, family types influence juvenile delinquency. When these values were subjected to independent t test statistics, it was revealed that the difference in the mean scores is statistically significant. That is, the calculated t value of 20.89 with probability value 0.00 of is statistically significant at 0.05 alpha level. Thus, the null hypothesis is rejected. That is, there is a significant influence of family types on juvenile delinquency among secondary school students in Gokana local Government Area, Rivers State.

Research Question Three: To what extent does parental level of education influence juvenile delinquency among secondary school students in Gokana local Government Area, Rivers State?

Hypothesis Three: There is no significant influence of parental level of education on juvenile delinquency among secondary school students in Gokana local Government Area, Rivers State.

Table 3: Mean and Standard Deviation Calculation on Influence of Parental Level of Education on Juvenile Delinquency among Secondary School Students

Level of Education	N	Mean	Std. Deviation
FLSC	90	59.14	10.16
SSCE	50	59.28	10.18
NCE	41	59.78	9.83
B.Ed	80	46.49	12.45
M.Ed	74	40.93	6.00
Ph.D	65	38.91	6.16

Table 3 depicts the means scores of the respondents on juvenile delinquency base on parental level of education (FSC, SSCE, NCE, B.Ed, M.Ed, Ph.D) to be 59.14, 59.28, 59.78, 46.49, 40.93, 38.91 respectively with respective standard deviation of 10.16, 10.18, 9.83, 12.45, 6.00 and 6.16). This suggests that difference exists on juvenile delinquency among students based on parental level of education.

One-way ANOVA on Influence of Parental Level of Education on Juvenile Delinquency

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	30822.115	5	6164.423	68.551	.000
Within Groups	35430.322	394	89.925		
Total	66252.438	399			

Table 3 depicts one-way Analysis of Variance on the influence of parental level of education on juvenile delinquency. For between groups, the sum of squares is 30822.12, mean square is 6164.42 with degree of freedom of 5. For within groups, sum of squares is 35430.32, mean square is 89.93 with degree of freedom of 394. The table also indicate F- ratio of 68.55 with probability of 0.000. This confirmed that the difference in the mean scores is statistically significant. Thus, the null hypothesis is rejected. That is, there is a significant influence of parental level of education on juvenile delinquency among secondary school students in Gokana local Government Area, Rivers State.

POST HOC SCHEFFE TEST

Delinquency Scheffe

(I) Education _level	(J) Education_ level	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
FSLC	PhD	20.23675*	1.54357	.000	15.0745	25.3990
	SSCE	-.13556	1.67262	1.000	-5.7293	5.4582
	NCE	-.63604	1.78674	1.000	-6.6115	5.3394
	B.Ed	12.65694*	1.45713	.000	7.7838	17.5300
	M.Ed	18.21201*	1.48807	.000	13.2354	23.1886
PhD	FSLC	-20.23675*	1.54357	.000	-25.3990	-15.0745
	SSCE	-20.37231*	1.78380	.000	-26.3379	-14.4067
	NCE	-20.87280*	1.89123	.000	-27.1977	-14.5479
	B.Ed	-7.57981*	1.58351	.000	-12.8756	-2.2840
	M.Ed	-2.02474	1.61203	.904	-7.4159	3.3664
SSCE	FSLC	.13556	1.67262	1.000	-5.4582	5.7293
	PhD	20.37231*	1.78380	.000	14.4067	26.3379
	NCE	-.50049	1.99794	1.000	-7.1823	6.1813
	B.Ed	12.79250*	1.70955	.000	7.0752	18.5098
	M.Ed	18.34757*	1.73600	.000	12.5418	24.1533
NCE	FSLC	.63604	1.78674	1.000	-5.3394	6.6115
	PhD	20.87280*	1.89123	.000	14.5479	27.1977
	SSCE	.50049	1.99794	1.000	-6.1813	7.1823
	B.Ed	13.29299*	1.82136	.000	7.2018	19.3842
	M.Ed	18.84806*	1.84621	.000	12.6737	25.0224
B.Ed	FSLC	-12.65694*	1.45713	.000	-17.5300	-7.7838
	PhD	7.57981*	1.58351	.000	2.2840	12.8756
	SSCE	-12.79250*	1.70955	.000	-18.5098	-7.0752
	NCE	-13.29299*	1.82136	.000	-19.3842	-7.2018
	M.Ed	5.55507*	1.52946	.023	.4401	10.6701
M.Ed	FSLC	-18.21201*	1.48807	.000	-23.1886	-13.2354
	PhD	2.02474	1.61203	.904	-3.3664	7.4159
	SSCE	-18.34757*	1.73600	.000	-24.1533	-12.5418
	NCE	-18.84806*	1.84621	.000	-25.0224	-12.6737
	B.Ed	-5.55507*	1.52946	.023	-10.6701	-.4401

Post Hoc analysis based on parental level of education. Respondents from parents with FSLC showed high level of juvenile delinquency compare to others. For example, significant difference exist in the mean scores between respondents from parents with FSLC versus Ph.D, M.Ed and B.Ed. However, no significant difference was found between FSLC with SSCE and NCE.

Summary of Findings

The findings of this study were summarized as follows:

- (1) There is significant influence of family size on juvenile delinquency among secondary school students in Gokana Local Government Area of Rivers State.
- (2) There is significant influence of family types on juvenile delinquency among secondary school students in Gokana Local Government Area of Rivers State.
- (3) There is significant influence of parental level of education on juvenile delinquency among secondary school students in Gokana Local Government Area of Rivers State. However, children of parents with FSLC and SSC has the highest influence followed by NCE, B.Ed, M.Ed. Ph.D on juvenile delinquency respectively.

Discussion of Findings

The discussion of findings was based on summary of the findings.

Family Types and Juvenile Delinquency among secondary school students

The findings of the study revealed that there is significant influence of family types on juvenile delinquency among secondary school students in Gokana Local Government Area of Rivers State. This also implies that the family type of a learner determines the degree of his or her involvement in juvenile delinquency in and outside the school settings. There are differences in the level of involvement in juvenile delinquency among learners from polygamous and monogamous families. This finding is in agreement with that of Udom (2014), who found that there is significant influence of family types on juvenile delinquency among male and female students. However, this finding is not in agreement with that of Ayodele (2014), who found that there is no significant influence of family types on juvenile delinquency among students. The difference between these findings is due to the sample size used. The present study used a sample size of 400 students, while Ayodele (2014) used a sample size of 149 students.

Family Size and Juvenile Delinquency among Secondary School Students

The finding of the study indicates that, there is significant influence of family size on juvenile delinquency among secondary school students in Gokana Local Government Area Rivers State. This finding also shows that the size of a given family plays a significant role in learner's involvement in juvenile delinquency. There are significant difference among students from large and small families in juvenile delinquency. From the findings, the degree of juvenile delinquency is relatively high among learners from large families than those from small families. This finding is in agreement with that of Amadi (2012), who found in his study that there is significant influence of family size on juvenile delinquency among students. The finding did not concur with that of Obed (2012), who found that family size does not significantly influence juvenile delinquency among students.

Parental Level of Education and Juvenile Delinquency on Secondary School Students

The finding of the study showed that, there is significant influence of parental level of education on juvenile delinquency among secondary school students in Gokana Local Government Area of Rivers State. This also means that the level of educational attainment of parents influences juvenile delinquency either positively or negatively. The degree of learner's involvement in juvenile delinquency differs based on their parental level of educational attainment. This finding is in agreement with that of Deck (2011), who found in his study that there is significant difference in the mean scores of parental level of education and juvenile delinquency among students. This finding was not in support with that of Mathew (2011), who found that there is no significant difference in the mean scores on the factors that influence juvenile delinquency among students based on parental level of education. The difference between these findings is due to the sample size used and the area where the studies were carried out.

Conclusion

Based on the findings of this study, it was concluded that family size, family types and parental levels of education have a significant influence on juvenile delinquency. Therefore, family factors play a vital role on the juvenile delinquency of learners in school.

Recommendations

The following recommendations were made based on the findings of the study.

1. Parents and guardians should always help in inculcating positive behaviour in their children and wards at home, by showing them care, love and providing them with adequate support they need and constant monitoring of their activities in and outside the school settings. This will, to an extent help the children to develop good behavioural conduct in their daily activities in the home and school respectively.
2. Guidance – Counsellors in the secondary schools should always provide constant orientation services for young and old students through organization of seminars and workshop with the view of exposing them to the dangers associated with juvenile delinquency in life and their study and the best ways to avoid it.
3. Teachers should always help in directing the behavioural conduct of students positively in the school environment by, playing the role of surrogate parents and good model for students.
4. The school counsellor and teachers should always collaborate with various learners' families through Parents Teachers Association and always organize conference for parents to promote a holistic positive development of learners by encouraging parents on ways to adopt the most appropriate parenting style for better character development.

5. Government should always provide adequate human and non-human resources in the school environment. This will help to encourage positive teaching and learning and other positive activities in the school.
6. Learners should always develop positive mind set especially, in learning about things that will contribute meaningfully to their all-round well-being in the society.

Implications for Counselling

One of the major principles of Guidance is that, Guidance services is for all categories of individuals including students at various levels of education. Therefore, the following are the counselling implications of the findings of this study:

1. Family counselling should be constantly provided to families by professional guidance counselors through radio talk, seminars and conferences with the view of providing them with knowledge on the best ways to over-come family variables that could negatively affect their children's behavioural conduct in and outside the school settings.
2. Counselling services should be tailored toward discouraging students involvement in various delinquent behaviours in school.
3. There is need for counselling services for teachers on the positive role they should play in helping learners to avoid and over-come delinquent behaviours.
4. It is important for Guidance-counsellors to take various family factors into consideration especially, in dealing with learners' juvenile delinquency.
5. Counselling services should always be provided to victims of juvenile delinquency with the aim of helping them out of it.

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